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Editorial

THIS issue of The Education Quarterly, is largely concerned with education in the Second Five-Year Plan, together with reports of work done in some fields of education during the first Plan. It is our endeavour to concentrate on one central theme in each issue of the Quarterly, in addition to the usual, regular features We hope this will give a certain coherence and unity to each issue and thus make it more useful for readers. While a proper and critical appraisal of what we have been able to achieve under the Plan will take time—some of the States are already undertaking it—the contributions to this number will enable our readers to form some idea of our progress and plans in the field of scientific education and research and of our rapidly expanding need for scientific manpower. This is not something which concerns only the specialists but is a matter of interest for every intelligent layman, because the foundation of our prosperity as a Social Welfare State must be rooted largely, though not exclusively, in Science and Technology. There are important and precious values in life which lie even beyond the limitlessly expanding sphere of science and we cannot afford to relax our grip on them. But the gracious structure of our culture has to be built over the firm foundations of scientific knowledge and resources and the plenty that can bring.

Some contributions are devoted to examining Basic education from different angles—the exploitation of its productive possibilities, the actual working out and progress of the Basic idea in the Delhi State and the picture of Basic education in the country in so far as it could be visualized through an exhibition of its products and its literature. Lately, a good deal of thought has been given to the whole problem of Basic education and Education Departments are doing what they can to educate public opinion in this regard. That such education of opinion is still necessary has been borne in on many of us who have had the opportunity to come into contact with our publicmen, our legislators, our journalists and even our educational administrators. Old habits of thought and old prejudices and superstitions die hard and new ideas have often to work against a steep gradient. A short while ago a bright journalist, for instance, suggested quite brightly that the system of Basic education was perhaps designed—presumably by Gandhiji—in order to keep the rural population 'in its proper place' and deny them equality of opportunity with the urban people! Of course, the best and most effective answer to such ill-informed criticism would be to make our Basic schools so patently good that the voice of adverse criticism will be silenced and those "who come to scoff may remain to pray." But that is still a long way off and it would be quite improper to claim any perfectionism for our Basic schools—most of them are far from it. But—and that is an important point—they are, on the whole, nearer to it than the ordinary Primary schools working under similar conditions

and the best of them show a promise which would gladden an educationist's heart. The antidote against a sense of frustration and cynicism is doing good work and seeing good work done. Field contacts with some such workers and the display of the things sent by the States for the Exhibition make one feel hopeful about the future, provided good work is encouraged in all possible ways and the many hurdles that still impede it are got out of the way. Two other facets of the Plan find a place in this issue—Audio-Visual Education which is a comparative new-comer but has made reasonable headway in recent years and should come into its own during the next five years—and the pressing problem of Educated Unemployment on which the second Plan is going to concentrate in particular. This article will, at least, give an idea of the approach to be adopted as envisaged by the Study Group appointed by the Planning Commission for the purpose.

I would like to invite the attention of readers to the rather unusual article entitled "Meet An Unusual Teacher." This is a frank and courageous statement, which summarises the moving experiences of an English teacher, working under very difficult circumstances with difficult children; it also raises certain fundamental issues which are apt to become obscured for most of us in the rush and hurry of our everyday routine activities. But they provide a persistent challenge to our thinking and an inspiration to envisage our work in basic terms. We may or may not agree with all that the writer says—I have personally some differences—but one cannot help appreciating his uncompromising integrity which is prepared to look at reality in the face and come to its own conclusions, even though they may run counter to the current stream of thought.

K. G. Saiyidain.
Educational Adviser to the
Government of India.

New Delhi,
June 4, 1956.

SCIENTIFIC AND TECHNICAL MANPOWER

IN June last the Western India Section of the Royal Institute of Chemistry organised a symposium in Bombay to elicit suggestions as to how the teaching of Chemistry could be improved in Indian universities. The move was fully justified by the large and representative attendance. The Proceedings were opened by Dr. John Matthai, Vice-Chancellor of the University of Bombay, and almost all Indian universities with schools of Chemistry were officially represented, as well as the local colleges, government institutions, and the major industries. The final recommendations of the Symposium Committee are not yet in print, but they will aim at raising the standard of teaching at the universities and incidentally attempt to popularise the study of the exact sciences in schools. This will help, we may hope, to improve the quality of the Indian science graduate, but will not touch the problem of numbers.

That our efforts to impart Technical education to the youth of the country is hardly adequate will be apparent on considering what is being done in Great Britain.

On 21st July last, the problem of scientific and technical manpower was discussed at length in the House of Commons. Sir David Eccles expressed the view that the "most persuasive recruiting sergeant of all is a sense of personal adventure, of being up-to-date and in the advance party, and of making a contribution to the progress of one's country". In order to cater for the teaching of science to much larger numbers than the British universities can turn out, a plan has been outlined to provide at a number of teaching colleges, full-time sandwich courses in science and related technologies, with a measure of liberal education. At the end of such technical college courses will come a new national award under the chairmainship of Lord Hives. The council's board of studies will supervise "the curricula and syllabuses of courses proposed by the technical colleges for the awards, and in particular the standard of college work in pure science and in the technologies related to the courses for which approval is sought". Representatives of the professional bodies, who will be invited to serve on the boards, will be relied upon to establish appropriate high standards for the awards. As the main purpose of the proposals is to assist industry, it is expected that the managements will help the technical colleges by lending members of their staff for part-time teaching. It is estimated that there are at the moment in Britain 80,000 science graduates among the working population and 130,000 technologists. In 1965 there will be more than 110,000 science graduates and 225,000 technologists. Such is the pace of development in the United Kingdom.

It should be stressed that it is planned not only to improve Technical education, but to give a better all-round education. There is no reason why the arts and the humanities should not thrive side by side in a modern industrial society as naturally as do the sciences, for there is no law, to quote Sir Alexander Fleck, saying "that the functional shall not be beautiful, nor that the beautiful shall not be useful". The great masterpieces of Flemish, Florentine and Venetian art were products of mercantile societies.

Thus it will be seen that even a highly developed technical society as has arisen in Great Britain has been forced by the phenomenal post-war advances in science to initiate vast new educational schemes, partly on unconventional lines. In our country a valiant attempt has been made to force the pace of industrialisation by the establishment of some 14 national laboratories, whose main work will lie in collecting

the fundamental data necessary for the setting up of new industries. But both these laboratories and the new industries, not to speak of those already established, will require scientifically trained men and women to run them successfully in the face of world competition. They will be required in ever-increasing numbers, and it may be questioned whether we are really putting forth an effort in this direction commensurate with the heavy task ahead. The popularisation of University education has led to a definite lowering of the standard not only of the school-leaving certificate, but also of the university degree. A large number of regional universities has been established, mainly to foster the regional languages, a very laudable aim, which however will not help at all to cater for the technological needs of the country. The lowering of the standard of English, moreover, will make it increasingly difficult to maintain contact with the outer scientific world. The volume of scientific literature has grown at least threefold since the Second World War, and it will be quite impossible to supply scientific data through translations. An adequate knowledge of English, and some knowledge of another foreign language, will always be essential for science students. As the volume of factual knowledge to be assimilated within the prescribed time for completing the course in science is already becoming unmanageable, it will not be possible to fit in extra language classes in the university courses. Hence an adequate knowledge of English at the time of joining a science course at the university will have to be required, and, in the circumstances it may be wise to consider whether the retention of English, along with Hindi, as the official language may not be a practical solution.

In the expansion of our university science courses, boards of technical studies, in which, besides the universities, government and commercial agencies, as well as the technical cadre of the armed forces and the learned societies are conjointly represented, could make a valuable contribution towards giving them a concrete basis. This could help to link up the day-to-day activities of the common citizen with what is going on in the laboratories, and give him an insight into what is meant by the expression "exact science". It would lessen the feeling of mystery which invades the layman whenever talk veers towards experimental science. It might even help to initate experimental methods, to give a concrete example, into the study of the systems of indigenous medicine.

At the Symposium, referred to above, the view was expressed that the present syllabuses of the Indian universities do not produce a type of graduate that could be useful to industry for the running of technical plant or for the solution of their day-to-day problems. Moreover, it was contended, many young graduates lacked the capacity to formulate a scientific problem or to tackle difficulties that are bound to arise in the running of a plant independently. It was thought that this was due to their inability to associate the scientific mode of thought with the things of everyday life. This is, to some extent, the result of bad teaching, insufficient practical training in the laboratory, lack of familiarity with materials and apparatus. But it is due in no small measure to lack of any instruction at school in natural science, in the observation of plants and animals, rocks and soil. To make a good musician the pupil must start early, and the same applies to the scientist.

A basic training in these things, an appreciation of such natural phenomena as the change in seasons, the budding forth of nature after the first monsoon showers, of thunder and lightning, the observation of pollination by insects, the damage done to crops by vermin, the study of fruits and flowers, of butterflies or birds and their songs, the instincts of living things around us and their habits, all this helps to awaken and to develop the latent powers of observation of the growing child at an impressionable age, and thus to lay the foundation of the future scientist, technologist and technician.

In our system of school education hardly any practical science is taught, for the schools are not equipped for it. This is a very serious defect when one considers the predominant place science occupies in an

industrial society. The remedy will surely lie in insisting on the organisation of elementary science classes in all Secondary schools, in starting a large number of Technical schools, and in the establishment of a liaison with industrial and commercial establishments, so as to make education a living thing, that is, an embodiment of the activities and aspirations of the people of the region.

If the teaching of science at school is to succeed in its aim of drawing students in increasiug numbers to scientific careers, we shall have to make the profession of teaching in the school more attractive to science graduates, not only by offering reasonable scales of remuneration, but also additional facilities in the form of libraries, where important journals and books of reference as well as books for general reading and the classics will be made available. Refresher courses for the teachers will be necessary and facilities for doing some research in their special subject during their spare time. The teacher must be a cultured person if he is to discharge his obligation to train the youth of the country in a satisfactory manner. Culture is, however, a delicate plant that withers and dies if it is not nurtured. All these things will require money, and it is the duty of our statesmen and financiers to find the wherewithal to carry to a satisfactory fruition schemes necessary for the cultural health of the country, in accordance with the injunctions laid down in the Constitution.

Amin Tyabji

THE C.S.I.R. AND THE SECOND FIVE-YEAR PLAN

THE role which science and technology have to play in national development has been briefly, but clearly, indicated in the concluding words of the Draft Outline of the Second Five-Year Plan : "In the last analysis, the progress of science will determine the rate of economic and social advance. The outstanding work of scientific workers in the country supports the belief that Indian science will make an evergrowing contribution to national development."

The Council of Scientific and Industrial Research, with its network of national laboratories spread all over the country, as the premier organisation for scientific research, has the responsibility of gearing science to the task of economic reconstruction. How the Council has set about this task, an indication of the results it has achieved, and the programmes before it are briefly indicated in the following paragraphs.

The need for organising research in India on a comprehensive scale and promoting the application of research on a planned basis for national development took definite shape only in 1942, when the Council of Scientific and Industrial Research was established as an autonomous body under the *Registration of Societies Act XXI* of 1860. A fund called "The Industrial Research Fund" was created concurrently, and the Council was required to administer that fund for the realisation and furtherance of the objectives for which it was established.

The record of achievements of the Council in the last fourteen years is one of which any organization may feel justifiably proud. In the history of the Council, the period 1942-47 may be looked upon as a period of experimentation in various directions. Even so, during this period, certain important decisions having a direct bearing on the progress of science in the country were taken. The idea of laboratories dealing with researches in specified fields basic to the development of various industries was accepted. The Council also launched on a scheme of sponsoring projects in research institutions, universities, and industrial laboratories with the object of creating new schools of research and as an effective means of training research personnel.

It was, however, only after the attainment of independence that the pace of development was quickened. The 'climate' favourable for the cultivation of science was created and increased opportunities became available for talented scientists to pursue scientific research in invigorating surroundings with adequate research facilities. Out of the eleven laboratories first proposed, seven had started functioning in their own premises by the beginning of the First Five-Year Plan period. The establishment of the remaining laboratories and of a few additional laboratories also, was completed during the last five years. Today, at the beginning of the Second Plan, we have a network of 16 well-equipped research laboratories situated in various parts of the country and pursuing research in fundamental and applied sciences. These are: National Physical Laboratory, New Delhi; National Chemical Laboratory, Poona; National Metallurgical Laboratory, Jamshedpur; Fuel Research Institute, Calcutta; Central Food Technological Research Institute, Mysore; Central Drug Research Institute, Lucknow; Central Road Research Institute, Delhi; Central Electro-Chemical Research Institute, Karaikudi; Central Leather Research Institute, Madras; Central Building Research Institute, Roorkee; Central Salt Research Institute, Bhavnagar; National Botanical Gardens, Lucknow; Central Electronics Engineering Research Institute, Pilani; Central Mechanical Engineering Institute, Calcutta; and Central Laboratories for Scientific Research, Hyderabad.

Results Achieved

In considering the work of these laboratories we must remember that two of them, the National Physical Laboratory at New Delhi and the National Chemical Laboratory at Poona stand in a class by themselves. The former is equipped for the maintenance of research on fundamental and derived standards ; research on industrial standards of performance or practice is also carried out. A wide range of investigations, both fundamental and applied, in industrial physics, instrumentation, heat and power, and other fields is being carried out. The National Chemical Laboratory is concerned with investigations embracing all the main applications of Chemistry ; it has a special responsibility with regard to those areas of research not covered by the activities of other institutions. It deals with problems on such important subjects as essential oils, high polymers including natural and synthetic rubber, fats and oils, paints and varnishes.

The other laboratories are more or less closely linked with particular industries. One of the fruitful fields of work of the laboratories has been the collection of analytical and economic data regarding raw materials for various industries. Such data are necessary for developing techniques for the beneficiation and the optimum ultilisation of our material resources and for finding indigenous alternatives and substitutes for raw materials which are either scarce or are imported. The Fuel Research Institute, Jealgora, for instance, has undertaken a comprehensive physical and chemical survey of the coal resources of the country and has set up for this purpose survey stations at Jealgora, Raniganj, Ranchi Bilaspur and Jorhat. Detailed surveys of raw materials required for glass, pottery and porcelain industries have been carried out by the Central Glass and Ceramic Research Institute at Calcutta ; processes for improving the quality of glass sands have been evolved and specifications have been drawn up for glass sands, limestones and dolomites. The National Metallurgical Laboratory at Jamshedpur has undertaken work on ore-dressing processes ; this work has important applications in the beneficiation of low-grade manganese, chromite and other ores. The laboratory has also worked out processes for upgrading wolfram ores from Degana (Rajasthan), pyrites from Chitaldrug (Mysore), and uranium ores. Research work at the Central Leather Research Institute, Madras has shown that several indigenous tan-stuffs are suitable for commercial tanning ; karda, mangrove and white valem barks can be used in suitable combinations as substitutes for imported wattle bark ; they can also be adapted for use in the traditional East India kip tanning process. Similarly surveys of aromatic and drug plants, raw materials for the manufacture of dye-stuffs, etc. have been undertaken.

Surveys apart, numerous problems in fundamental and applied fields have been investigated in the various laboratories of the Council, and the results obtained have been published in Indian and foreign periodicals. More than 200 patents have been taken out and some of them are being exploited by the industries. Eighty-four patents have been handed over to the National Research Development Corporation of India and arrangements for their commercial exploitation are being negotiated.

Through its various expert Research Committees, the Council has sponsored several projects of research in universities, research institutions and industrial laboratories. The grants-in-aid scheme has not only helped to widen the fields of research, but has also proved invaluable for the training and supply of research personnel. Under this scheme, the Council has provided material and financial assistance for the creation and expansion of research schools in universities. The centres in which research projects of the Council are being investigated are distributed all over the country and a wide range of subjects has received attention, e.g. measurement of geological time, calendar reform, high altitude research, synthetic petrol, blending of coals and coking, and washability of Indian coals.

With the object of promoting industrial development, the Council has undertaken several measures, in addition to sponsoring research in its own laboratories and in the laboratories of universities and research

institutions. These measures cover a wide field and include the formation of cooperative research associations, institution of Fellowships and Scholarships, and provision of technical advice.

The Council collaborates in international research projects, such as investigations on the ionosphere and the Polar Year. The Radio Research Committee functions as the national committee in India for the International Union of Radio Sciences and the Indian National Scientific Documentation Centre represents India on the International Federation of Documentation. Problems of theoretical and applied mechanics referred to India by the International Union of Theoretical and Applied Mechanics are referred to the Council for necessary action.

Plans on Hand

The Council is keenly aware of the responsibilities it has to shoulder in promoting research and development on a scale commensurate with the requirements of the Second Five-Year Plan. Several expert committees have examined the scale to which the Council's efforts should be stepped up and the pattern of its development. These Committees have considered the broad principles that should govern the future programmes of the Council, the lacunae in the research effort in the light of the experience gained so far, and the ways and means by which the research programmes of the Council can be geared to national development plans. As a result of the recommendations of these expert committees, certain broad lines along which the Council's work should be guided have emerged. I shall indicate here briefly some of the lines of development contemplated by the Council.

The laboratories of the Council are spread all over the country, and between them they cover several branches of science. It has become necessary, in the context of developments that are taking place, to devote special attention to problems of certain regions with potentialities for industrial development. The Council, therefore, has decided to start a network of laboratories, to be called Regional Laboratories which will deal with problems connected with particular regions in which they are situated. The Central Laboratory for Scientific and Industrial Research in Hyderabad has been taken over by the Council to be developed into a regional laboratory. There are proposals to set up similar laboratories in Assam, Saurashtra, Orissa and Rajasthan.

A number of new institutes covering branches of science and technology which have not hitherto received adequate attention, will be set up during the plan period. Plans for the establishment of a Mining Research Station at Dhanbad, on the model of the Safety in Mines Experimental Station in U. K., have been finalised. A Central Mechanical Engineering Research Institute devoting special attention to the engineering problems of small-scale industries is being planned. A National Biological Research Laboratory with emphasis on fundamental biological problems, and a Central Public Health and Sanitary Engineering Institute dealing with the engineering aspects of water purification, sewage treatment, sanitation, etc. have been projected. Provision for an expenditure of about Rs. 4.7 crores has been made for these new institutes.

Some organisational changes, necessary for ensuring efficiency, have been effected. Administrative steps have been taken to facilitate the work of existing laboratories, regard being paid to the requirements of national development projects. Hitherto grants for the laboratories were being made on an annual basis. Experience has shown that more effective prosecution of research on a planned basis would become possible if block grants on a three-year basis are provided. This has been done and executive committees and Advisory Councils have been appointed for each laboratory. The work in the laboratories will be organised project-wise, and each laboratory will take up specific projects according to a priority basis, and teams of research workers will be deployed for investigating them effectively and expeditiously. The investigations will be carried through the pilot plant stage, wherever necessary, and the economic implications and industrial possibilities of the results obtained will be fully established.

An additional expenditure of about Rs. 7 crores has been provided for new projects in existing national laboratories and institutes. Among the more important projects to be undertaken in the laboratories are the setting up of an optical glass unit in the Central Glass and Ceramic Research Institute; food and cereal technology in the Central Food Technological Research Institute, and structure and concrete laboratory in the Central Building Research Institute. Liberal provision has been made for pilot plant and semi-field scale trials in all the laboratories.

The creation of active centres of research in universities is one of the objectives to be furthered during the Second Five Year Plan period. Two such centres, the Haringhata Ionospheric Field Station at Calcutta and the Rain and Cloud Physics Research Unit in Delhi are already functioning. Research and training in gas turbine technology will be expanded at the Indian Institute of Science, Bangalore, the Bengal Engineering College, Sibpur, and the Indian Institute of Technology, Kharagpur. Provision has been made for the establishment of four regional centres, at Dehra Dun, Poona, Bangalore and Kanpur, for research and development on cultural aspects of aromatic plants and chemical aspects of essential oils. A programme of research on the salt resources of Rajasthan and demineralisation of water has been prepared, and proposals for research and development in biological products and medicinal plants have been approved. Plans for large-scale investigational work on wind power, including survey, research and development, have been finalised. The total expenditure on these projects is estimated at Rs. 2.54 crores.

A sum of about Rs. 4 crores has been allotted for grants-in-aid for special research projects. Programmes of investigations in the fields of electronics, plastics, chemicals, vegetable oils, leather technology, building, roads, aeronautics, power engineering, biology, biochemistry and bio-physics have been drawn up.

In the context of the magnitude of developments taking place in the country and those contemplated in the Second Plan, the need for training large numbers of research personnel assumes particular importance. There is need for research personnel in the whole gamut of science from astronomy to zoology and in all the varied applications of science—medicine, engineering, agriculture, forestry, fisheries, etc. The institution of Studentships and post-doctorate Fellowships, overseas deputation of scientists selected on the basis of their proven abilities creation of chairs for distinguished visiting scientists, developing contacts between universities and industry, creation of active schools of research round competent scientists in universities and research institutes, and pressing into service superannuated research personnel by suitable financial grants are the proposals approved for meeting the requirements. A sum of Rs. 1.67 crores has been set apart for this purpose.

The total financial provision for the expanded activities of the Council during Second Plan period is approximately Rs. 33 crores, out of which approximately Rs.13 crores have been set apart for continuing the current activities of the Council and Rs. 20 crores for the developmental activities. It is expected that foreign technical aid during the period will be Rs. 1.27 crores.

M.S. Thacker

BASIC EDUCATION IN DELHI STATE

BASIC education is the most practical and least wasteful system of education for a country like India. The idea of educating children through craft and productive work is the entire philosophy of Basic education. Its main aim is not merely to make manual work and labour respectable or to provide a handicraft mechanically learnt for the purpose of livelihood but to impart education through some selected handicraft which can find natural points of correlation with important human activities and interests. This new method of education develops the manual, intellectual and emotional capacities of a child in perfect harmony with one another and thereby leads to the education of the whole personality of a man than the education with an exclusively literary bias. The emphasis is laid on the cultivation of the child's personality as a whole rather than in parts.

The scheme of Basic education was first outlined by Gandhiji in a series of articles published in his weekly paper 'Harijan' and then discussed in detail at the National Educational Conference held at Wardha in 1938. Many Provincial Governments which were at that time run by the Congress Party started the experiment of Basic education some on a small scale and others on a fairly large scale. The change of Government in 1939 following the protest by the Congress Ministries against the war policy of the British Government led to the end of the experiment in most of the Provinces though it continued in some form in the Provinces of Bombay and Bihar. With the advent of independence in 1947, the experiment of Basic education has been started afresh. Moreover, in pursuance of the Directive Principles of the Constitution of India to provide free and compulsory education for all children up to the age of 14 years, the Government of India have accepted the recommendations of the Central Advisory Board of Education that at least eight years of Basic education must be provided for every child, the first stage covering five years to be known as Junior Basic education and the stage of Senior Basic education for three years as Complementary to Junior Basic education.

Progress of Basic Education in Delhi State

The scheme of Basic education in Delhi State was introduced in July 1948, in accordance with the recommendations of the Post-War Educational Development Board to provide free and compulsory Junior Basic education for about 50,000 children of the rural areas of the age-group 6 to 11 years. Accordingly 150 Junior Basic schools, 90 for boys and 60 for girls, were opened in addition to the then existing 148 District Board Primary schools. The Post-War Educational Development Board had also laid down that the 148 District Board Primary schools should be taken over by the Government and converted on Basic lines. These District Board Primary schools were, as such, provincialised in 1950-51 and the process of converting them on Basic lines which started from the year of their provincialisation was completed by 1954-55. The opening of new Basic schools and the conversion of District Board Primary schools on Junior Basic pattern brought about a marked change in the enrolment from 8,680 in 1948-49 to 32,596 in 1954-55. It is relevant to point out here that Delhi State comprises 304 villages and practically every village has now a Junior Basic school.

The State Government proposes to introduce Junior Basic education in the urban areas also during the period of the second Five-Year Plan by converting one Primary class from the bottom every year on Basic lines. The Delhi Municipal Committee and the New Delhi Municipal Committee that are the two main local bodies in the State

responsible for Primary education have already been running 20 Junior Basic schools on an experimental basis and propose to convert the existing Primary schools in their areas into Junior Basic schools from the year 1956-57.

To extend the facilities of free and compulsory education to children of the age-group 11 to 14 years and to ensure permanent literacy, a beginning was made in 1953-54 by raising twelve Junior Basic schools of the rural areas to Senior Basic Standard and to provide free tuition in them. Similarly, in 1954-55, 14 more Junior Basic schools in the rural areas were raised to Senior Basic Standard and 12 more in 1955-56. Under the second Five Year Plan the State Government proposes to raise 60 additional Junior Basic schools to Senior Basic Standard so as to bring the total number of Senior Basic schools in the rural areas to 98.

Training of Teachers

To train teachers necessary for Basic schools, two Junior Basic training institutions one for men and another for women, each with an intake of 100 teacher-trainees, were opened by the Delhi State Government in 1948. The women's institution is situated at Delhi but the men's institution had to be located at Ajmer for want of suitable accommodation. The duration of the training course at both these institutions is one year.

With the raising of selected Junior Basic schools to Senior Basic Standard in the year 1953-54, the demand for Senior Basic trained teachers was also felt. Since then, a batch of 12 graduate teachers working in the Basic schools of the State is sent every year to undergo a year's training in Senior Basic education at the Teachers' Training Institute, Jamia Millia which imparts training both in Senior and Junior Basic education.

A notable feature of the activities of the Women's Training Institution of the State is their one-month camp towards the close of the session in some village. Field work is done during this period and it helps to establish close contact with villagers to understand and realise their problems at first hand.

School Buildings

The present position in respect of Basic school buildings in the State is that out of 299 Junior and Senior Basic schools in the rural areas, 22 have been constructed by the Government, 63 by the District Board, 53 by the villagers and 161 are run in *Chaupals, Panchayat Ghars* or rented houses. Except the buildings constructed by the Government, almost all others are inadequate and need additional classrooms. As against this, entirely new school buildings are needed for the 161 schools run in *Chaupals, Panchayat Ghars* and rented houses. All the 20 experimental Junior Basic schools in the urban areas have, however, their own school buildings built by their respective local bodies. To provide accommodation for Basic schools in the rural areas, the villagers are being encouraged to construct school buildings suited to the pattern and economy of Basic education either voluntarily or on the basis of grant in-aid from the Community Project Fund. The Government also propose to allot a huge amount on capital works during the second Five-Year Plan to meet the shortage of school accommodation.

School Activities

An entirely new atmosphere prevails in the Basic schools of the State, where the syllabus followed is one prepared by the Government of India. Spinning and Weaving and gardening leading to Agriculture are the two basic crafts taught in every Basic school. Spinning is done regularly on *charkhas* and *taklies* and the yarn produced is utilised for weaving *galichas, darries* and *niwar*. Waste yarn is used for stuffing cloth toys. Weaving of cloth has so far been introduced only in twelve Senior Basic schools where there are I to VIII grades. Where land is available, school farms have been organised on a large scale but elementary gardening is taught in every Basic school.

The Basic schools have also attempted to break the barrier that used to exist between educational institutions and society in general by rendering different kinds of welfare work viz. (i) undertaking social

education by taking night classes for adults; (ii) participating and taking a lead in the rural and national festivals and celebrations; (iii) cleaning unhealthy places and creating sanitary conditions in villages; and (iv) helping villagers in paving the main roads of the village. These activities have made education more realistic and helped students from the very start not only to understand the prevailing social conditions, but to improve them.

The Economic Aspect of Craft

The entire cost of equipment necessary for craft work in Basic schools is met by the State. To help the schools to equip themselves promptly, the Government have opened a departmental store which stocks most of the articles ordinarily needed for Basic schools and supply them on indents approved by the Inspecting Officers.

The craft products of the children of Basic schools are either consumed by the school or sold to the children and teachers. The articles which cannot be disposed of locally are stored in the school as open market for such products is very limited. To add to the morale of children, the Government have proposed to utilise the income derived by a school from the contribution of children through craft work to provide mid-day meals for the pupils and if any surplus is still left, it is proposed to utilise it to provide *Khadi* uniform to pupils. In view of the fact that at present there are only 12 full-fledged Senior Basic schools from Grade I to VIII and that most of the Basic schools are functioning in inadequate buildings with no or little land, the difficulty of producing to the extent of being able to meet some share of expenditure on education can easily be understood. It will be interesting to note that one of the Basic schools at Daulatpur with about two *bighas* of land around it, has made an income of Rs. 173/- from vegetables alone. It is, therefore, hoped that with the establishment of more Senior Basic schools and land and equipment being available, a large measure of self-sufficiency can easily be attained.

The total expenditure incurred by the State on Basic education has increased from Rs. 1.6 lakhs in 1948-49 to Rs. 18.9 lakhs in 1954-55. The total amount spent on Junior Basic schools alone in the year 1954-55 amounted to Rs. 16 9 lakhs so that the average cost of educating a pupil per year amounted to Rs. 52/8/- in the State. The average cost of educating a pupil per year in a Primary school amounted to Rs. 45/1/-. The additional cost to the Government on pupils being educated in Basic schools was on account of (i) salary and allowances of additional teachers required in Basic schools, and (ii) expenditure on raw material and equipment for craft work. It may be recalled here that the scheme of Basic education is primarily a scheme of education and not one of production.

Future of the Scheme

The apathy that was obvious at the time of the introduction of the scheme of Basic education in this State is gradually disappearing with the clarification of the misconceptions about it. The scheme, as a matter of fact, is now attempted to be put into practice with all possible zeal and effort.

The future programme of expansion of Basic education in this State depends largely upon the regular facilities provided for in-service teacher training in the form of refresher courses of short duration at the existing Teachers' Training institutions by appointing additional staff in them for the purpose, if necessary, to keep the school teachers abreast with the latest developments in the method of teaching. In this connection it may also be stated that the introduction of a system of circulating library in collaboration with the basic training institutions of this State for the guidance of teachers working in Basic schools of the rural areas will also serve the purpose of keeping teachers in touch with the current techniques of teaching.

A beginning has also to be made in the introduction of Pre-Basic education in the State by opening pre-Basic sections in selected Junior Basic schools. It will be advantageous if a few officers from the State

connected with the implementation of Basic education are deputed to study the pre-Basic education work at Sevagram and in the Madras State before starting it in this State. It may also be pointed out here that the diversification of courses and increased emphasis on practical and craft training envisaged in the curriculum for Multi-purpose schools to be set up in this State from the year 1956-57 will bridge the gap between Senior Basic and Secondary education.

Sufficient literature suitable for teachers and pupils of Basic schools in this State has to be produced locally. The principals and staff members of the basic training institutions may be persuaded to collect all available material from Basic schools and the Government may encourage them by sanctioning a publication grant to the basic training institution for producing basic literature.

The expansion of the scheme of Basic education in the State will also be accelerated if camps of teachers of Basic schools of the rural areas are organised on a zonal system and extension lectures on different aspects of Basic education by experts are arranged in such camps.

Jevan Narain Mathur

Roundup of Activities

Ministry of Education

BASIC AND SOCIAL EDUCATION

Five-Year Plan of Educational Development

Scheme No. 1

During 1955-56 the Central Government gave the following subsidies for the implementation of various sub-schemes of Scheme No. I-Intensive Educational Development within Selected Areas :

Sub Schemes	*Amount Sanctioned* Rs.
(i) Post-Graduate Basic Training College.	11,07,162
(ii) Basic Training College.	6,55,010
(iii) Five Model Community Centres.	1,73,670
(iv) Integrated Library Service.	2,57,366
(v) Janata Colleges.	4,65,106
(vi) Improvement of Primary Schools in Selected Areas.	5,63,368

Literary Workshops for Training Authors in the Techniques of Writing for Neo-literate Adults.

A Workshop in Bengali for West Bengal was held at Banipur and another in Malayalam for Travancore-Cochin at Trivandrum. Reports are awaited.

Expansion of Basic Education

A sum of Rs. 50,70,125/- has been sanctioned to various State Governments under this scheme.

All-India Basic Education Exhibition

An All-India Basic Education Exhibition was held at New Delhi from 28th April to 7th May, 1956.

Seminar on Basic Education

A Seminar on Basic Education in which the Directors of Education and other State officials participated was held at New Delhi from 30th April to 2nd May, 1956.

Assessment Committee on Basic Education

A meeting of the Basic Education Standing Committee was convened on 10th and 11th May, 1956 to consider the final report submitted by the Committee.

Scheme No. 4 (a) : Development oi School-Cum-Community Centres

A sum of Rs 2,37,039/- has been sanctioned to various State Governments as Central Government's subsidy for 1955-56.

Sub-Scheme 4(c) : Improvement of Library Service.

A sum of Rs. 54,62,364/- has been sanctioned to various State Governments under this sub-scheme for development of District and State Central Libraries for 1955-56.

Sub Scheme 4(f) : Urban Basic School

Under this sub-scheme Rs. 3,87,820/- have been sanctioned to various State Governments

Sub-Schdme 4(g) : Development of Agencies of Pre-primary Education

Under this sub-scheme Rs. 1,86,906/- have been sanctioned to various State Governments.

"The World We Live In"

It is proposed to bring out the book 'The World We Live In' in Indian languages in co-operation with State Governments, This is an outstanding book on general science and will provide useful reading material for adults.

Social Education Committee

A Standing Commitcee of the Central Ad-

visory Board of Education on Social Education has been appointed to advise the Central and State Governments on matters connected with the planning and administration of Social Education in India.

Library Committee

A Library Committee has been set up to advise the Government of India on matters pertaining to the expansion of the library service in the country.

National Book Trust

The Government of India have by a resolution set up the National Book Trust in order to encourage the production of good literature and to make such books available at moderate prices to libraries, educational institutions and the general public.

A sum of 30 lakhs has been earmarked for the functioning of the Trust during the Second Plan period.

"Gyan Sarovar"

The Government of India brought out the first Volume of the Peoples Encyclopadia in Hindi through the agency of the Maktaba Jamia Ltd The first edition of 10,000 copies of this publication has already been sold out and a bigger second edition is expected to be brought out soon.

Prize Competition for Encouragement of Popular Literature

The Government of India announced additional prizes of Rs. 500 each on five of the 42 prize books for 1955-56 in Bengali, Gujrati, Marathi, Telugu and Urdu.

Scheme to Relieve Educated Unemployment

A sum uf Rs. 3,25,64,227 has been sanctioned to State Governments under the scheme up to 31st March, 1956.

Seminar on Janata Colleges

In order to give the Principals of Janata Colleges and officers in State Educational Departments a chance to exchange ideas and opinions derived from their experience, the Ministry of Education. held a Seminar on Janata Colleges under the auspices of Mysore State Adult Education Council at Yelwal, Mysore in February 1956. Twenty-three delegates representing 14 States and the Central Government participated.

Scheme No. 6 : Grants to Voluntary Educational Organisations

During the quarter under review, grants-in-aid under the scheme to the tune of Rs. 9,93,82 have been given to institutions The rules and regulations of the Scheme are being revised to make it more specific.

Audio-Visual Education

It is proposed to hold a one-week all-India Audio-Visual Education Conference of Teachers at Delhi in July, 1956 in order to promote among teachers greater interest in the use of audio-visual aids in teachings.

In implementation of the scheme 3(a) under First Five Year Plan for the training of Audio-Visual experts, a sum of Rs. 25,000 was sanctioned as central contribution to the Government of Bihar for organising a 15-day seminar for teachers in the handling of standard Audio-Visual apparatus. Twenty-five candidates participated in the Seminar.

In order to foster further interest in Audio-Visual education, reprints of articles 'Tape Recorder as a Teaching Aid' and 'The Use of Audio-Visual Aids in Teaching Deaf Children' were distributed to State Governments, members of the Central Film Library and interested organisations.

A short report on the Audio-Visual Educational Seminar organised in Delhi during May-July, 1954 and Proceedings of the Second Meeting of the National Board for Audio-Visual Education in India have been distributed to State Governments.

Two outstanding documentaries *Zero the Condute* and *The Quite One* have been acquired for the Central Film Library.

SECONDARY EDUCATION

Reconstruction of Secondary Education

The following further grants have been sanctioned under this scheme :—

Assam	Rs. 13,30,626 (2 further instalments)
Saurashtra	Rs. 15,00,015 (Additional grant)
Madhya Pradesh	Rs. 4,93,680 (Additional grant)
A.A B Multi-purpose School, Bombay	Rs. 77,220 (2nd instalment)

Extension Services Centres

The following grants were paid to the Extension Services Centres :

	Rs.
Aligarh Muslim University, Aligarh	10,000

Govt. Training College, Kurnool	6,000
M.S. University, Baroda	20,000
A.G. Teachers' College, Ahmedabad	8,000
Training College, Bombay	3,000
Osmania University, Hyderabad	3,500
Vinaya Bhavan, Shantiniketan.	4,000

Seminar on Examination

A Seminar on examination attended by representatives of the Boards of Secondary Education, Matriculation Boards of Universities and experts was held at Bhopal.

All-India Council for Secondary Education

The fourth Meeting of the Standing Committee of the All-India Council for Secondary Education was held on the 5th and 6th April, 1956.

Labour and Social Service Camps

Up to the end of the financial year 1955-56 a sum of about Rs. 47 lakhs was sanctioned for holding about 1,000 camps in which over 1,00,000 Youth participated.

Secondary Education Bulletin

The first independent issue of the "Secondary Education Bulletin" hitherto a supplementary to "The Education Quarterly", has now been published separately as a priced publication.

Grants to Public Schools

Final instalments of the Government grant of Rs. 65,000 and Rs. 54.5000 for the year 1955-56 have been paid to the Lawrence Schools, Lovedale and Sanawar respectively.

A sum of Rs. 10,000 has been sanctioned to the Rishi Valley School, Rishi Valley for the year 1955-56 out of the Minister's Discretionary funds.

A sum of Rs. 30,000 has been sanctioned to the Mayo College, Ajmer during the year 1955-56 for meeting the deficits

A sum of Rs. 33,000 has been sanctioned to the Daly College, Indore, during the year 1955-56 for meeting its deficts for the year 1954-55.

Anglo-Indian Education

The Government of India's contribution of Rs. 4.282 for 1955-56 has been paid to the Inter-State Board for Anglo-Indian Education, New Delhi.

Grants to Part 'C' States

The expenditure sanction for Rs. 41,300 and Rs. 28,400 for the construction of quarters respectively for the Principal and the Vice-Principal, M.B.B. College, Agartala has been issued. Sanction for Rs. 1,16,434 and Rs. 52,000 has been issued to the Government of Tripura for expenditure on N.C.C. and A.C.C. organisations respectively in Tripura during 1955-56. Expenditure sanction for Rs. 3,075 has been conveyed to the Government of Tripura for distribution of prizes to students in Secondary Schools in Tripura. Sanction has been issued for an expenditure of Rs. 21,249 on annual camps, combined cadre and social camps of Senior and Junior Divisions of N.C.C. in Tripura for the year 1955-56. An expenditure sanction for Rs. 16,451 has been issued to the Tripura Government for acquisition of land measuring one drone and for earth filling, reclamation etc of the acquired land, for the Amarpur Boys' Junior High School, Amarpur, Tripura.

Sanction to the creation of a post of Principal S.D. Government College, Beawar from June, 1955 to February, 1957 has been conveyed to the Government of Ajmer.

Scale of basic pay of Inspecting Moulvis in the Education Department, Manipur has been raised from Rs. 25 to 40.

"Gandhian Philosophy and Way of Life"

The Sub-Committee appointed to consider whether Gandhian Philosophy and teachings could be introduced into the curriculum of schools and Universities, has recommended that Gandhiji's thoughts on Education, Satyagraha, Economics, Synthesis of Culture and Race Relations should be disseminated through publications in Hindi, English and the regional languages. It was also recommended that a Handbook discussing Gandhiji's thoughts and experiments on education, should be prepared for teachers in Basic Training Colleges. It was proposed that Chairs on Gandhian Philosophy should be instituted at Universities.

Steps are being taken to implement these recommendations.

Central Advisory Board of Education

The proceedings of the 23rd Session of the Board held at New Delhi in January, 1956 have since been confirmed by members and action is now being taken on the Board's recommendations.

UNIVERSITY AND HIGHER EDUCATION

University Grants Commission

The Government of India placed at the disposal of the University Grants Commission a sum of Rs. 2,68,15,000/- towards expenditure on its activities during 1955-56.

Prof. Humayun Kabir tendered his resignation of the office of Chairman, University Grants Commission. This was accepted with effect from

the afternoon of 22nd February, 1956.

Banaras Hindu University

The President, in his capacity as Visitor of the Banaras Hindu University, has accepted the resignation of Dr. C.P. Ramaswami Aiyar, from the office of the Vice-Chancellor, but has asked him to continue in office till his successor is appointed.

Visva-Bharati University

The President, in his capacity as *Paridarsaka* (Visitor) of the Visva-Bharati, Santiniketan, has approved the appointment of Shrimati Indira Devi Choudhurani, as *Upacharya* (Vice-Chancellor), Visva-Bharati, to fill the casual vacancy in the office of the Vice-Chancellor caused by the death of Dr. P.C. Bagchi.

General Education Courses

In cooperation with the Ford Foundation a study team has been sent to visit some institutions in the U. K. and U.S.A. where promising work has been done in the field of general education

Apprenticeships in Village Development

Under the above scheme, selected university teachers and students will be given a short orientation course and then placed by pairs or singly as apprentices and aids to Gram Sewaks whom they would assist for a period of five weeks during the summer vacations.

Each apprentice will be paid Rs. 10/- as travelling allowance and Rs. 2/8/- per diem as maintenance allowance In addition apprentices whose work is certified as satisfactory will receive a stipend of Rs. 25/- per week.

The Scheme is proposed to cover a period of three years beginning from 1956-57. During 1956-57, 1500 apprenticeships are proposed to be awarded—1362 to students and 138 to teachers.

Grants to All-India Institutions

Grants-in-aid for 1955-56 were sanctioned to the following all-India Institutions :

Vishveshvaranand Vedic Research Institute, Sadhu Ashram, Hoshiarpur.	Rs.	15,000/-
Gokhale Institute of Politics and Economics, Poona.	Rs.	8000/-
Gurukul Vishwavidyala Kangri, Hardwar.	Rs.	1,05,000/-
"Pracyavani", Calcutta.	Rs.	2,000/-
Deccan College Post-graduate and Research Institute, Poona,	Rs.	20,900/-
Asiatic Society, Calcutta,	Rs.	25,000/-
Jamia Millia Islamia, Delhi.	Rs.	1,10,000/-
Numismatic Society of India, Patna.	Rs.	1,000/-
Indian History Congress, Patna,	Rs	4000/-
Bharat Itihasa Samshodhaka, Poona.	Rs.	5,000/-
K.S.M. Yoga Mandir Samiti, Lonavala	Rs.	8,000/-

Loan to Delhi Colleges

A sum of Rs. 50,000/- each has been sanctioned to the Kirori Mal College, and Shri Ram College of Commerce as first and second instalment respectively, of the loan for the construction of hostel buildings in the University Enclave.

Sums of Rs. 50,000/- and Rs. 75,000/- have been sanctioned to Shri Ram College of Commerce and Kirori Mal College as the third and second instalment respectively of the interest free loans for construction of hostel buildings during the year 1956-57.

A sum of Rs. 2,64,000 has been sanctioned as an interest-free loan recoverable in 33 equal instalments to Hans Raj College, during the year 1955-56.

Rural Higher Education

The National Council of Higher Education for Rural Areas set up under a Government resolution approved the names of the following ten institutions, as recommended by the Consultative Committee for development into Rural Institutes: Visva Bharati, Sriniketan; Jamia Millia, Delhi ; Vidya Bhavan, Udaipur ; Sarvodya Mahavidyalaya, Turki; Gandhigram, Madurai, Madras; B.R. College, Agra; Lok Bharti, Sanosora, Saurashtra ; Shivaji Lok Vidyapeeth, Amravati; Ramakrishna Mission Vidyalaya; Coimbatore and Mouni Vidyapeeth, Gargoti, Kolhapur.

The Council approved with slight modification the syllabuses prepared by the various Syllabus Committees for courses in Rural Services, Agricultural Science, and Civil and Rural Engineering.

It was decided that there should be an all-India Examination on the completion of each Course and that the National Council should conduct such examinations on the lines of All-India Council for Technical Education. The National Council has set up a Standing Committee for the purpose.

TECHNICAL EDUCATION

Development of Scientific and Technical Education and Research

During the period under review the following

grants were paid to institutions for the development of facilities for Scientific and Technical Education and Research :—

Course	Number of institutions to which grants were paid.	Grants Paid		
		Non-recurring	Recurring	Total
		Rs.	Rs.	Rs.
1. Scientific Education.	7	1,32,000	20,000	1,52,000
2. Technical Education :				
(i) Post-Graduate Courses & Research.	6	5,24,800	39,424	5,64,224
(ii) Under-graduate Courses.	42	53,98,400	1,78,000	55,76,400
(iii) Specialised Courses	2	30,000	12,000	42,000
TOTAL :		60,85,200	2,49,424	63,34,624

In addition to the above, the following grants were paid to the Indian Institute of Science, Bangalore, for the completion of development schemes undertaken during 1946-50 and for the improvement of general services :

(a) Non-recurring grant for completion of development scheme. ... Rs. 2,63,000

(b) Non-recurring grant for improvement of Water Supply. Rs. 92,000

Loans for Hostels

Interest-free loans totalling Rs 18,81,75 were paid to 11 Engineering and Technological Institutions during the period under review for construction of student hostels.

Western Higher Technological Institute, Bombay.

The first meeting of the Planning Committee for the Western Higher Technological Institute, held at Bombay in February, 1956, considered the scope of the proposed Institute and suggested the broad fields, that should be covered at the under-graduate and post-graduate levels. The Committee recommended that the Institute should start functioning from 1958.

Water Resources Development Training Centre

The Government have approved the establishment of Water Resources Development Centre in the University of Roorkee for the training of serving engineers in all aspects of water resources development which includes planning, investigation, design, contribution, maintenance and operation of multipurpose river valley basin development projects. The first course of 12 months has just been started.

The Centre will also admit a limited number of engineers from the other countries of Asia and Africa.

Pay Scales of Teachers

The Co-ordinating Committee of the All-India Council for Technical Education recommended the adoption of the following three grades for teachers in technical institutions:

A *Institutions Offering First Degree Courses:*

Professors	—	Rs. 1000-1500 with a selection grade of Rs. 1600-1800.
Lecturers	—	Rs. 400-800 with a selection grade upto Rs. 1000.
Assistants or Instructors.	—	Rs. 250-500.

B. *Institutes Offering Diploma Courses :*

Principal	—	Rs. 800-1250.
Senior Lecturer	—	Rs. 400-800.
Junior Lecturer		Rs. 250-500

PROPAGATION AND DEVELOPMENT OF HINDI

Grants to Hindi Organisations

An *ad hoc* grant of Rs. 50,000/- payable in two equal instalments has been sanctioned to the Nagari Pracharini Sabha, Banaras for the extension of their building, Hindi Library, publication work, mechanical appliances etc, out of which the first instalment of Rs. 25,000 has been paid to the Sabha.

A token grant of Rs. 2,500 has been sanctioned to the Sansadeeya Hindi Parishad, New Delhi for the propagation of Hindi amongst Members of Parliament.

An *ad hoc* grant of Rs. 2,000 has been sanctioned to the All-India Publishers Association, Allahabad for holding an exhibition of Book Jackets.

Sanction has been accorded to the payment of Rs. 10,500—this being the third instalment out of the total grant of Rs. 42,000 to the Hindi Prachar Sabha, Hyderabad,—for the preparation of (i) Histories of Telugu, Marathi, Kannada and Urdu literatures in Hindi and (ii) Urdu-Hindi and Hindi-Urdu Dictionaries.

In addition to the grant of Rs. 60,000 already paid to the Hindustani Culture Society, Allahabad, for bringing out a Standard English-Hindi Dictionary a fresh grant of Rs. 40,000 has been sanctioned, out of which a sum of Rs. 20,000 has been paid to the society.

A part payment of Rs. 1,000 has been made to Shri G. Martirosi, Director, International Commercial Information Service, Madras out of the fourth instalment of Rs. 3,000 for bringing out a six-language Dictionary. A total grant of Rs. 24,000 to be paid in eight equal instalments had been sanctioned for this purpose.

Grants to State Governments

Following grants have been sanctioned to different State Governments for the promotion of Hindi :

	Rs.
Tripura	41,499
Bombay	45,212
Mysore	10,146
Orissa	6,687
Coorg	2,983
Assam	36,784
Travancore Cochin	6,039
Total :	1,49,350

Recognition of Hindi Examinations

The second meeting of the Hindi Examinations Committee set up to consider the question of recognition of Hindi examinations being conducted by different Hindi organisations in the country and their standardisation etc., was held on 17th and 18th April, 1956.

Scientific Terminology in Hindi

Comments have been received on the fourth set of provisional lists of technical terms in Hindi relating to Posts and Telegraphs, Tourism, Economics, Engineering, Defence IV (General Services Glossary), General Administration (Designation). The provisional lists have been revised in the light of the comments received from different sources and submitted to the Board of Scientific Terminology for approval.

Provisional lists of technical terms relating to Mathematics II, General Administration (General Terms), Transport (Shipping, Letters A to L), Railways (General Traffic Terms), Medicine, External Affairs (Diplomatic Terms), Geology have been printed and are being circulated to the State Governments, Ministries, Universities and other important bodies and individuals for their comments.

A paper by the Late Dr. Rajendra Lal Mitra on the Rendering of European Scientific and Technical Terms into the Vernaculars of India has been published as a Government of India publication, and copies are available for sale with the Assistant Educational Adviser (Publications), 31—Theatre Communication Building, Connaught Circus, New Delhi.

Steps are being taken to set up Expert Committees on terms relating to Education, and Electrical and Mechanical engineering.

Hindi Classes

The convocation for the Hindi Prabodh Examination held in August, 1955, took place in February, 1956, at which diplomas were awarded to 362 successful candidates. Three prizes worth Rs. 50, 30 and 20 (in the form of books) were awarded to the candidates standing first, second and third respectively.

SCHOLARSHIPS

Central Overseas Scholarships Scheme

Applications for the 25 scholarships to be awarded for 1957-58 are being invited by 31st July, 1956.

Foreign Languages Scholarships Scheme

Nine scholars (three each for the Chinese, French and Italian languages) have gone to their respective countries abroad.

Selections for the 30 scholarships to be awarded for 1956-57 are expected to be made shortly.

Partial Financial Assistance Scheme

Applications for partial financial assistance have been received from 39 students Loans amounting to Rs. 19,200 have been sanctioned. A sum of Rs. 20,790/8/- has been recovered from students who were granted loans in the past.

Financial Assistance to Eminent Scientists, 1955-56

Four scientists have been given Rs. 2,500 each for visits abroad.

Enquiries Regarding Scholarships for Studies and Practical Training Abroad

694 enquiries regarding scholarships schemes and 147 enquiries regarding practical training facili-

ties abroad were attended to during the quarter.

Admission of Private Students for Studies/ Practical Training Abroad

Applications of 65 private and State sponsored candidates were forwared to the various Missions abroad for securing study|training facilities for them in suitable institutions

Royal Commission for the London Exhibition of 1851 and the Rutherford Scholarasship of the Royal Society, London, 1956

Names of four candidates have been recommended.

Netherlands Government Fellowship, 1956-57

An offer of one fellowship from the Netherlands Government has been received and is under consideration.

London University Institute of Education Fellowship, 1956-57

The names of two candidates have been recommended to the Institute for the award of the fellowships.

Turkish Government Scholarship, 1956-57

An offer of a scholarship from the Government of Turkey has been received and is under consideration.

Austrian Government Scholarship, 1956-57

An offer of two scholarships from the Government of Austria has been received and is under consideration.

Hague Academy of International Law Scholarships, 1956

The names of six candidates have been sent to the Federation for the award of six scholarships.

International Association for the Exchange of Students for Technical Experience

Forty-one offers (36 short duration and five long duration) have been received from various foreign Govarnments. Applications for the five long duration offers have been invited. For the 36 short duration offers, High Commission for India in the U. K. has been requested to utilise them from among the students already abroad.

Technical Assistance Programme (Colombo Plan) and Technical Cooperation Mission (Point Four Programme), 1957

Applications under the schemes have been invited.

Government of India French Fellowship Scheme

The Indian Embassy in France has been requested to recommend suitable candidates for the additional fully paid fellowship to be awarded to a French national for 1956-68.

Government of India Reciprocal Scholarships Scheme

Applications for the 22 scholarships to be awarded under the scheme for 1956-57 have been invited.

General Cultural Scholarships Scheme

Of the total of 100 scholarships to be awarded in 1956-57, selections of candidates for 84 scholarships (including 10 part scholarships) has been made.

Scholarships to South and Southeast Asian Countries (Colombo Plan), 1956-57

The Governments of Nepal, Sikkim and Ceylon have requested the reservation of 66, 25 and six places respectively for their nationals for study in educational institutions in India. Arrangements for the desired reservation are being made.

Government of India Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme—Post—Matriculation Scholarships for Study in India, 1956-57

The Government of India have decided to award scholarsips for post-matriculation studies in India to all the eligible Scheduled Castes and Scheduled Tribes students who may apply for 1956-57 scholarships. It has further been decided to pay an *ad hoc* amount for a period of four months from the month in which a scholar joins the institution of study, to enable him to pursue his education right from the commencement of the academic session.

Applications for 'Renewal' of 1955-56 scholarships in 1956-57 and for 'fresh' scholarships for 1956-57 have been invited.

Merit Scholarships in Public Schools

Of the total of 70 candidates selected for 1955-56 scholarships, 52 candidates have been awarded the Government of India merit scholarships and 18 have been awarded scholarships instituted by certain public schools.

Scholarships to Young Workers in Different Cultural Fields

The scheduled review of the working of the scheme has been postponed till 1957. Applications for approximately 28 unutilised scholarships have

been received and the selection is expected to be made shortly.

Research Scholarships in Humanities

Applications for the 100 scholarships for 1956-57 have been invited

Scholarships for the Handicapped

The Government of India have awarded the following scholarships to handicapped students during 1955-56.

Name of the Scheme	No of Scholarships awarded	Amount of Scholarship
Post-School Scholarships for the Blind	47	Rs. 75/- and Rs. 100/- according to course of study pursued.
Scholarships for the Deaf	50	Rs. 27/8/- to Rs. 75/- according to income of the guardian.
Scholarships for the Orthopaedically handicapped (to take effect from the student's date of joining an institution during the academic year, 1956-57).	42	Rs. 25/- to Rs. 100/- according to income of guardian and course of study pursued.

UNESCO

Ninth Session of the General Conference of Unesco

In connection with the Ninth Session of the General Conference of Unesco to be held at New Delhi in November-December, 1956, the Government of India have undertaken to provide a number of services to Unesco. To ensure that all arrangements for the Conference are not only coordinated at the high level but are also completed well in time for the Conference, the Minister of Education has constituted a Board consisting of Shri N. R. Pillai, Secretary-General of the Ministry of External Affairs, as Chairman and representatives of the other Ministries concerned with the necessary arrangements.

The Board will meet from time to time to review the progress in the arrangements for the Conference. The first meeting of the Board was held on 24th April, 1956 to review the progress so far made in the arrangements for this purpose.

In addition to the various services and facilities, it is proposed to organise a number of programmes and exhibitions during the Conference with a view to acquainting the delegates and others with India's achievements in the cultural, artistic and other fields.

Unesco-Meeting of Experts on the Treatment of Asian Culture in Western Textbooks and Teaching Materials

In pursuance of a resolution of the Eight Session of the Unesco General Conference, Unesco organised a meeting of Experts in Paris from 2nd to 12th May, 1956, to compare and analyse the findings of the reports from Western countries concerning the treatment of Asia in their textbooks, and to examine ways in which textbooks and teaching materials can be improved so as to promote better understanding of Asian culture.

Government of India's report to Unesco

As required by unesco, Report of the Government of India covering years 1954 and 1955 giving information on the main features of India's collaboration wirh the Organization, action taken to implement resolutions adopted by the General Conference at its Eighth Session, cooperation with the Indian National Commission and its activies etc. was sent to Unesco.

Unesco Project of Translation of Indian Classics into Western Languages

The Government of India have paid their third contribution of Rs. 15,000 to Unesco towards the joint fund for the translation of Indian Classics into Western languages.

Project of Translation of Unesco Publications into Hindi

In response to a request from the Indian National Commission for Unesco, Unesco has undertaken to pay a sum of Rs. 9,524 on contract to the Commission for translation and adaptation of the Unesco publications on 'Race' into Hindi.

Unesco has also undertaken to provide a sum of Rs. 4,760 for translation and adaptation of the following Unesco publications into Hindi :—

(i) Cooperatives and Fundamental Education and

(ii) Libraries in Adult and Fundamental Education.

Unesco Humid Tropics Research Programme

The Government of India and the Indian National Commission for Unesco have collaborated with Unesco in their programme of Humid Tropics Research. Nine Indian experts representing various disciplines of Humid Tropics Research have been nominated on the Unesco panel of Honorary Consultants for Humid Tropics Research.

Unesco Questionnaires

In order to enable students to obtain authoritative advice concerning educational conditions

in the countries in which they wish to study and services to help them in living abroad, Unesco proposes to devote a section in Volume VIII of their publication 'Study Abroad' with particular reference to the needs of under-developed countries. For this purpose, Unesco has circulated a Questionnaire which seeks information regarding such organisations as are engaged in the exchange of persons for educational purposes. In accordance with the Approved Programme for 1955-56, Unesco is undertaking a survey of "the use of entertainment films in cine-clubs and adult education". They have, for this purpose, sent a comprehensive questionnaire designed to collect information on 'entertainment-films' as distinct from films specifically produced for educational purposes. The required information is being collected.

Unesco Travelling Exhibition

Unesco Travelling Exhibition of Japanese Art woodcuts completed its display in India and was sent back to Unesco, Paris.

Preparation of "Index Translationum" Vol. 8—Material from India

In response to Unesco's request, the requisite material received from the National Library, Calcutta as India's contribution to the proposed publication "Index Translationum" Vol. 8, has been supplied to Unesco.

Unesco—Preparation of Guide Book for Teachers on Sociology

At the instance of the Indian National Commission for Unesco, Unesco has agreed to take up the preparation of a Guide-Book for Indian University Teachers on Sociology.

Unesco International Coupon Scheme

(a Book Coupons sold during the quarter ending 31st March, 1956 amounted to $ 7,246.34 which brings the total sale to $ 2,72,524.62.

Coupons for Scientific Material sold during the quarter amounted to $ 30,159,83 which brings total sale to $ 3,65,417.24.

Film Coupons sold during the quarter amounted to $ 1959.14 which brings the total sale to $ 36,405.42.

CULTURAL ACTIVITIES

An Indian delegation consisting of two persons attended the Third Session of the Pakistan Philosophical Congress held at Peshawar from 10th to 12th April, 1956.

Study facilities in Pali at Nalanda Pali Institute, Nalanda have been provided for one Monk of Laos and an amount of Rs. 450 has been sanctioned to meet his expenses during 1955-56 on stipend and cost of books etc.

A sum of Rs. 1,00,000 as part contribution out of total commitment of Rs. 2,00,000 on account of Government of India's share has been sanctioned towards the proposed setting up of the Research Institute in Tibetology at Gangtok. The scheme will be administered by the Sikkim Durbar who will bear all the recurring charges subsequently.

A token grant of Rs. 10,000 has been sanctioned, as a gesture of good will by the Government of India towards the setting up of the Department of Indian Studies in Malaya University, Singapore. The Department will cover studies in almost all the main Indian languages, but for the time being only the Tamil Section is being opened.

A sum of 10,000 has been sanctioned for the purchase of books in English, Sanskrit, Persian and Arabic for presentation to three institutions of higher learning in Indonesia. Books are already being presented to the two Universities in Indonesia.

250 copies of the books "At the Feet of Mahatma Gandhi" by Dr. Rajendra Prasad, have been purchased for distribution to institutions abroad.

Books were also sent for presentation to educational institutions in Ceylon, U.S.S.R., Malaya, British West India and British Guiana.

Grants and Sanctions

An *ad hoc* grant of Rs. 4,250 has been sanctioned in favour of Dr. Ganda Singh, Director of Archives, Patiala (Pepsu) towards the expenses on publication of his book "Ahmed Shah Durrani" in English.

A sum of Rs. 9,640 has been sanctioned for presentation of Educational Films and Audio-Visual aids to the Adult Education Association, Penang, Malaya.

Sanction for presentation of books worth Rs. 3,500 (for libraries in Hunoi and Cambodia) Rs. 3,500 (for libraries in Gangtok, Bhutan and Tibet), Rs. 2,000 (for libraries in Australia) Rs. 13,000 (for in Egypt, Jordan, Labanon and Kuwait) and Rs. 2000 (for Thakur Ram College, Birganj, Nepal), have been accorded.

Under the scheme of financial assistance to eminent writers and artists etc. in indigent circumstances, 57 persons were granted monthly allowances ranging from Rs. 75 to Rs. 175.

A grant of Rs. 52,500 for the maintenance of the Victoria Memorial Hall, and another of

Rs. 73.300 for the payment of dearness and other allowances to the staff of the Memorial Hall for 1955-56 has been paid to the Trustees of the Victoria Memorial Hall, Calcutta.

A futher grant of Rs. 40,000 has been sanctioned to the Sahitya Akademi for 1955-56 for its normal activities and working expenses.

A futher grant of Rs. 79,850 has been sanctioned to the Lalit Kala Akademi for 1955-56 for its normal activities and working expenses.

A grant of Rs. 1,00,000 has been sanctioned to the Lalit Kala Akademi, New Delhi, being the 2nd instalment out of Rs. 3,00,000 for organising the International Exhibition of Buddhist Art.

An interest-free-loan of Rs. 3,00,000 has been sanctioned to the Government of Bihar, for the repairing and renovations of paths, approach roads and construction of Rest Houses in important Buddhist Centres.

An *ad hoc* grant of £200 for the year 1955-56 was sanctioned to the Royal Asiatic Society, London.

An *ad hoc* grant of £750 for the year 1955-56 was sanctioned to the Indian Gymkhana Club, London.

An *ad hoc* grant of Rs. 5,000 for year 1955-56 was sanctioned to the Indian School at Myithkyiana (Burma) for imparting education in Hindi to the children of Indian origin.

A sum of Rs. 13,000 (i e. £975|-) has been sanctioned to the School of Oriental and African Studies, London as grant-in-aid for the year 1955-56.

A grant of Rs. 40,000 for the year 1955-56 has been sanctioned to Shanker's Weekly.

A grant of £500 for year 1955-56 has been sanctioned to Imperial Institute, London.

A grant of Rs. 5,000 for the 1955-56 has been sanctioned to Indo-Nepal Friendship Society, Kathmandu.

A grant of Rs. 40,000 for the year 1955-56 has been sanctioned to the Hindi Sahitya Sammelan, Allahabad.

YOUTH WELFARE AND PHYSICAL EDUCATION

A provision of Rs. 13.75 lakhs has been made for different items of Youth Welfare work in 1956-57.

Leadership Camps

A Youth Leadership Training Camp was held for 22 nominated members of the staff of six Universities. This was the fifth in the series of such camps which are meant to impart short-term training to College teachers in the techniques of Youth Leadership and the organisation of co-curricular activities for the students.

Youth Tours and Hikes

During the period under report, grants totalling Rs. 10,000 have been sanctioned to different educational institutions of the country for students' tours and Hikes.

Youth Hostels

A grant of Rs. 10,000 has been sanctioned to the Youth Hostels Association of India for its administrative expenditure. Another grant of Rs 25,000 has been recommended for this Association for setting up a Youth Hostel at Naini Tal.

Living Condition Survey

It is proposed to conduct an All-India Survey of Living Conditions of students. The questionnaire for this purpose is under print.

Sports

The following grants were sanctioned during the period under review:

1. Rs. 10,000 to the Amateur Athletic Federation of India, Patiala for Indo-Pakistan Athletic Meet.

2. Rs. 11,012 to the Inter-University Sports Board of India for the purchase of Sports Equipment for the contituent Colleges of Gujrat and Rajasthan University.

3. Rs 20,000 to the All-India Football Federation of India to meet the deficit in connection with the Third Asian Quadrangular Tournament held in Calcutta in December, 1954.

4. Rs. 1,500 to Squash Rackets Federation of India, Bombay for the participation in the third Open Squash Rackets Single Championship in U.S.A. and Cannada.

Physical Education

A grant of Rs. 5,000 has been sanctioned in favour of Shri Shivaji Education Society, Amravati (Madhya Pradesh) for the promotion of Physical Cultural and Sports activities of the Society.

Students Health Centres

A further grant of Rs. 15,000 was paid to the Delhi University to meet the non-recurring expenditure on the building of the Students Health Centre.

Campus Work Projects

Under this Schemes. a sum of Rs. 10,8760 has been sanctioned to two State Governments and one University for the construction of three Recreation Hall-cum-Auditorium and one Gymnasium in the Campuses of four Educational Institutions.

Bharat Scouts and Guides

A sum of Rs. 75,000 has been sanctioned to the National Headquarters, Bharat Scouts and Guides, New Delhi to meet the organisational expenses during 1955-56.

EDUCATIONAL INFORMATION AND PUBLICATIONS

Central Secretariat Library

During the period, the library has begun het indexing articles from select Indian periodicals and the first Quarterly Index of articles from nearly 30 Indian periodicals is put out. A list of monthly additions is issued regularly.

Statistics pertaining to the work of the library during the period are furnished below:

1.	No. of new books received	982
2.	No. of Official Publications	5056
3.	No. of Pamphlets	287
4.	No. of Periodicals	1950
5.	No. of U. S. A. (Exchange) Publications	200
6.	No. of members enrolled	885
7.	No. of members enrolled so far	7100
8.	No. of books issued	24674
9.	No. of Official publications issued	245
10.	No. of magazines circulated	1017
11.	No. of queries answered	968

Central Educational Library

A "Bibliography on Basic Education" listing books and articles on Basic education and craft in education, compiled by the Reference Unit of the Library, has been published by the Ministry. The Unit has also started work on the compilation of a cumulative volume of the "INDIAN EDUCATION INDEX" for the years 1949-56.

EAS Bulletin of current educational literature is being published monthly by the Educational Abstracting Service, and distributed free of charge to the Teacher Training institutions in the countries.

The Adult Literature Section admitted 298 new members during the last quarter bringing the total membership to 3202. On an average it issued 128 books per day and its reading room was used by an average of 250 persons per day. As a service to its members the Adult Literature Section has started the publication of a monthly list of new additions.

The Library also participated in the Eleventh All-India Library Conference, held at Calcutta in April, 1956.

Educational Information Service

During the quarter under review 2550 enquiries concerning various aspects of Education in India and abroad were dealt with. 182 visitors sought information from the Information Library.

Information was compiled on the following :

1. Courses in Arabic in Universities and other Institutions in India.
2. Names of Indian Universities which recognise the Prabhakar Examination of Ajmer Board.
3. Telegraphic addresses of universities in India.
4. Facilities for studies in Banking and Finance in Germany.
5. Facilities for studies in Soap Technology in India.
6. Facilities for studies in Salt Technology in India.
7. Post-graduate courses in Applied Geophysics, University of Birmingham.
8. B.A. (Hons.) courses in various Indian Universities.
9. Observatory at Nainital.
10. Admission of Overseas Graduates and selected non-graduates—Oxford University.
11. Admission raquirements to the following Universities in the U.K. :—

    Birmingham, Bristol, Manchester, Aberdeen, Nottingham.
12. Admission requirements to schools and colleges affiliated to the University of London.
13. Note on "Lady Margaret Hall"—Oxford Entrance Scholarship.
14. Teaching of Military Science in Indian Universities.
15. International Course on Small Scale Industry at the University of Delft, Netherlands.

Collection of Information was undertaken on the following :

1. Regulations regarding Teaching of Religions in Government Schools in India.

2. Material for Bulletins on Primary and Secondary Education in India

3. Schools Inspection and Teaching of Mathematics in Secondary Schools in India—Collection for the Geneva Conference.

4. Openings for Social Scientists—Unesco Questionaire.

Educational Statistics

The following publications were brought out during the period under review : (1) "Education in India" 1952-53—Vol. I ; "Education in the States of the Indian Union, 1952-53".

Information on scales of Pay of Primary, Middle and High/Higher Secondary Schools Teachers 1954-55 was compiled and circulated. The Dummy of "Education in India—A Graphic Presentation" was supplied to Technical Co-operation Mission in connection with its printing.

With a view to expediting the reconciliation of Statistics for 1953-54, an officer accompanied by an Assistant went round the States of Bombay, Mysore, Travancore-Cochin, Madras, Andhra, Hyderabad, Madhya Pradesh and Madhya Bharat. Another party visited the States of Punjab, Himachal Pradesh and Pepsu and a third party visited the State of Rajasthan for this purpose.

Officials were deputed to help the State Governments of Bihar, Madhya Pradesh and Madhya Bharat to organise short in-service training course in Educational Statistics in the respective States. An official of the office of the Director of Education, Jammu & Kashmir was trained in Educational Statistics.

Fifty-eight major statistical enquiries were attended to during this period.

Publications

The following publications were brought out during the quarter under review:

1. The Education Quarterly, March 1956.

2. Proceedings of the Second Meeting of the National Board for Audio-Visual Education in India.

3. The Concept of Basic Education.

4. Handbook for Teachers of Basic Schools.

5. The Teacher We Need in India Today—A Symposium.

6 Syllabus for Basic Schools.

7. Rural Primary Teacher (Hindi).

8. A Scheme for Rendering European Scientific Terms into the Vernaculars of India.

9. Basic and Social Education.

10. Bibliography on Basic Education.

11. Basic Education Exhibition Folder (English)

12. Basic Education Exhibition Folder (Hindi)

13. A Provisional List of Technical Terms in Hindi—Medicine.

14. A Provisional List of Technical Terms in Hindi—Transport (Shipping)

15. A Provisional List of Technical Terms in Hindi—Commerce

16. A Provisional List of Tehcnical Terms in Hindi—Railways.

17. A Provisional List of Technical Terms in Hindi—Diplomacy.

4,582 copies of publications were sold for a cash return of Rs. 4990/6/-

The Publications Section of the Ministry displayed its publications at the Basic Education Exhibition organised by the Ministry at New Delhi.

ARHCAEOLOGY

Conservation

The special repairs works to the Group of Monuments at Gingee, South Arcot District and to the breached portion of Chattikulam tank and repairs to the leaky portion of the *dalan*, all round the Kalyananmahal, were completed, and the construction of a Tools' Shed has also been completed.

The decayed flooring of the first platform around Humayun's Tomb has been relaid and made sufficiently strong. *Bajri* has been spread on the roads and paths Repairs have also been carried out to walls and *Chabutras* of graves. An area with a margin of 25 feet around the Asoka's Pillar at Ridge was acquired from the Notified Area Civil Lines Committee, Delhi and barbed wire fencing with a turnstyle gate has been provided. Patches in the masonry of the compound walls of Chaunsath Khambha have been repaired. Wide open joints have been grouted and made water-tight. The loose and wide joints in the fourth storey of the Qutb Minar have been

grouted and filled up with liquid cement mortar after careful washing. All the paths and drives in and around this monument have been levell d and are treated with a thin layer of red *bajri*.

The most important of the activities in the Mid-Eastern Circle, Patna centred round the improvements and developments of the famous Buddhist sites at Sarnath and Kushinagar in Uttar Pradesh and Rajgir and Nalanda in Bihar in view of the Buddha Jayanti Celebrations.

The palace of Fatah at Chitorgarh received extensive repairs by way of watertightening the tops of enclosure walls and the roof of the entrance gateway which was leaking heavily. The temples of Srinagar Chauri and Jata Shankar were also thoroughly repaired. The temples at Badoli which contain exquisite sculptures of the post-Gupta period received special attention. Special repairs to Mandvi, the Toll-Gate in the City of Champaner, the capital of Mohamed Bagdah, were also taken up. The temple at Gop (6th Cent. A.D.) in the Halar District of Saurashtra was excavated for repairs to the plinth that are in progress. The roof of the Darbargarh at Sihor was leaky and it has now been repaired.

In connection with the Buddha Jayanti celebrations special repair works were started at the ancient sites at Sravasti, District Gonda, and Sarkisa, District Farrukhabad At Idgah, Agra, the floor of the northern portion has been paved with stone flags. An ancient site going back to the early part of the first millenrium B.C. has been located at Lakshman Tila, Lucknow.

Excavation and Exploration

Excavations in the Nagarjunakunda valley continued in the usual rapid pace during the period under review. In all, about 20 sites each of the approximate area of about 100' square have been simultaneously tackled by the spade.

The Excavation Branch of the Department of Archaeology conducted excavations at Nagda and Ujjain (Madhya Bharat) during the months of January, February and March, 1956.

The mound at Lothal, a Harappa site in Saragwala village of Dholka Taluka in Ahmedabad District was subjected to extensive excavation in order to ascertain the nature and extent of the structural remains encountered in previous season's work. Besides other things, the most outstanding discovery made this season is the seals and sealings numbering in all 104. They bear the usual Indus Script and animal figures such as bull, unicorn, elephant, etc

Museums

Large-scale renovations and repairs are being executed to the existing museum buildings at Sarnath and Nalanda, the two most important Buddhist sites of the north.

The Fort St. George Museum, Madras. was enriched by a *unique set of oil paintings*, formerly exhibited at Government House, Ootacamund. At the National Museum of India, New Delhi, a few more charts and transparencies showing the 'Story of Indian Coins' and the 'Development of Indian Scripts' were prepared to give the visitors a vivid picture of these subjects with an idea of popularising them. The preparation of replicas of outstanding sculptures and bronzes in the Museum has lately been taken in hand in order that plaster casts may be supplied to museums, educational and cultural institutions and other interested parties.

Epigraphy

The following are some of the interesting records examined by the Government Epigraphist, Ootacamund during the quarter under review.

The earliest among the copper plate charters are two sets from Mota Machiala, Amreli District, Bombay State The earlier of the two belongs to the reign of king Dhurvasena I of the Naitraka dynasty of Valabhi. The other copper plate inscription from Mota Machiala belongs to Dharasena II of the same dynasty. Two marble pillars set up near a group of temples at Elesvaram (Hyderabad State), a village on the opposite bank of the Krishna near the famous Buddhist site of Nagarjunikunda, are of great interest. They resemble the Ayaka pillars of the Nagarjunikunda area and contain numerous pilgrims' records in early Chalukyan characters.

Discovery

Two inscriptions in Brahmi characters on the wooden ribs attached to the ceiling of the Chaitya Cave at Bhoja, District Poona in addition to two new caves, one Vihara and other a circular 'Chaitya'. have been discoursed.

At the well-known centre of Buddist caves at Ajanta, District Aurangabad, a new cave of Hinayana period (circa second century B. C.) came to light while some rock portion was being cleared for constructing an abutment wall.

NATIONAL ARCHIVES

Acquisition

166 reals of microfilms of records, 68 authenticated copies of Part A, B and C States assented to by President, three printed Index volumes (1944-46) of the Finance Department (Estabishment III—Branch), 11 files (1941-49) relating to Imports and Exports of Tobacco into and from Indian States, two volumes of Index to Proceedings (1954) of the Railway Department, 20 files four volumes of Index (1951-54) to Proceedings of the Railway Branch of the Public Works Department (1892-1920), 11 Service Books, six Peon

Books of the Hyderabad Counseller's Office, 22 bundles of records (General, Accounts and Establishment Branches: 1931-37) of the Salt Commissioner's Office, 35 files (1909-47 and 1921-54) and 21 registers of the Central India States Agency and 77 files, seven registers and one Service Book of the Rajasthan Counseller's Office were received.

Preservation and Rehabilitation

In addition to the entire work of preservation and rehabilitation of a number of Sheets etc, Special mention may be made of the repair of ten letters of Gandhiji (received from Gandhi Smarak Sangrahalaya, New Delhi), the repair and binding of the regimental records of the 16th Light Cavalry and *Tawarikhi-i-Jahangiri* the repair and mounting of nine 'Mussavies' a survey map of Sambar Salt Lake and two *farmans* of Emperor Shahjahan. Information on protection of records against damage by rats and addresses of firms dealing in vacuum cleaners, ultraviolet ray lamps and recording hydrographs and tissue paper and chiffon, was supplied.

Photo-Duplication

The microfilming of the Secret Original Consultations and Political Proceedings of the Foreign Department was continued and about 113,000 exposures were made.

Reference Service

On an average 32 scholars conducted research in the Department. Services were rendered to the Ministry of Education and the Ministry of Home Affairs. The Bulletin of Research theses and Dissertations, No. 2 was published. 12,334 requisitions from research scholars and different Ministries and Offices of the Government of India were dealt with. 9,515 pages and volumes received back from the borrowing agencies were restored to their proper places. 6,694 pages of excerpts were released to research scholars after scrutiny. In addition, 267 pages were released to the Delhi/Hyderabad/Gwalior State Boards, History of Freedom Movement in India.

Reference Media

14,296 O. Cs. (1838-44) of the Foreign (Secret) Department, 9.501 O. Cs. of the Military Department 'C' consultations (2 January 1952-15 October 1952), 682 files of the Home Department (Political 'A' Confidential : 1910-15), 2,295 files of the Legislative Department (Publication Branch : 1907-40) and 341 files (1874) of the Survey of India were checklisted.

Training in Archives-Keeping

Theoretical training on records administration, preservation and publication was imparted to the trainees of One Year and the Three-Month Training Courses in Archives-Science, in addition to the practical training in records administration, indexing, calendaring, and binding.

Publications

The Annual Report of the National Archives of India for 1954 was published. Compilation of volume XI (1794-95) and printing and indexing of volume X (1792-93) of the Calendar of Persian Correspondence continued to make progress. Some Persian, Urdu and Arabic manuscripts books were examined and few of them acquired.

Library

1,183 books and periodicals in addition to 158 publications received from the U.S A. under India Wheat Loan Educational Exchange Programme, were added to the Library. 8,552 publications were issued to the research scholars working in the National Archives of India, the Publication Branches of the Department and the various Ministries and agencies of the Government of India. 587 pages of excerpts from printed books were released to research scholars in addition to 32 pages released to the Delhi State Committee for the History of Freedom Movement in India. Two volumes of the publication entitled "*Hadivat-al-Arifin Asma-al-Mualli-fin wa Asar-al-Musanni fin*"—a who's who of authors and publications in Arabic were received as a present from the Turkish Embassy in India.

ANTHROPOLOGY

During the period under review three papers have been completed dealing with the social customs of the Onge, and taste, colour vision, mid-phalangeal hair, etc. of the Onge and the Nokte Naga. A paper on genetics has been accepted by Annals of Human Genetics, London, for publication.

A field party investigated 218 Paniyan families of Wynaad, Malbar on the genetic problems of Sickle cell trait. Another field party followed the monthly programme of collecting the anthropometric data on growth and the radiographical records of skeletal maturity of Indian children in the villages of Barisha and Sarsuna, 24-Parganas, West Bengal.

The Morphology Section continued preservatory treatment, reconstruction and subsequent studies by measurements and diaptographic as well as diagrphic tracings of the human skeletal remains of Harappa, Mohenjodaro and Brahmagiri. A systematic card indexing of the modern skulls is in progress. Reports on pre-historic animal remains of Maski and Rupar were completed.

The Somatology Section concentrated on analysing the data on the Physical Anthropology of East Indian groups.

The Human Biology and Radiology Section were engaged in compilation of Menses data, Riang and Noatia block-groups data, Ridge pattern and gane frequencies of the Padam Abor, and the anthropometric growth data.

The Biochemical laboratory has estimated the nutritional value of undistilled liquors prepared and consumed by a number of Orissa and West Bengal tribes in terms of their calcium, phosphorus, protein and vitamin contents along with the determination of the alcohol percentage and acidity by the modern biochemical and microbiological techniques.

The Statistics Section studied the signifinance of the inter-group differences between several Indian peoples in respect of blood group frequencies and physical measurements.

In the Social Anthropology Section, the collected materials about the rituals of the Riang, a tribe of Tripura, have been analysed and a paper thereon is under preparation.

The library has added 278 books, 650 periodicals and 78 maps during the quarter under review.

NATIONAL LIBRARY, CALCUTTA

In response to public requests a number of small size bibliographies on different subjects of interest were prepared by the Bibliography and Reference Division of the Library. The classified catalogue of periodical publications, newspapers and gazettes were printed during the quarter under review. Asutosh Collection Arts Catalogue (classified) had been finally edited and sent to the Press. To cope with the need for more stack space a floor area comprising 2,010 sq. ft. was added to the Stack Room by converting the available varandah space on the ground floor.

Artificial lighting arrangements were made in the Public Card Catalogue Room of the Library and the side tables of the Main Reading Room at Belvedere were fitted with fluorescent lights. The Library of Hoogly Imambara has been transfered to this Library.

MEET AN UNUSUAL TEACHER

Many years ago, an Indian student was studying in England and, in his University, he came into contact with an English student, who later became a teacher. After a lapse of about a quarter of a century, this Indian has received a letter from the English teacher, in which he has given a "straight-from-the-heart" account of his heart-breaking and, at the same time, thrilling experiences of educational work—with difficult children and under very difficult conditions. This letter has somehow come to my notice and it is such a moving document, and shows such implacable integrity, that I thought it might be worthwhile to share some extracts from it with our Indian teachers. It seems to me that it is only a sense of mission and an uncompromising devotion to ideals which can build up teachers of this kind. It would be idle to accept that a majority of teachers in any country could develop along these lines, but it is certainly good to have a hard core of a minority which will not take things for granted but will have the courage to launch on the great adventure of teaching in the light of its own deep seated convictions and to pay the price for it.

K. G. S.

THE long lapse of time since we met, and the long distance that separates us, do not, I trust, disqualify me from writing to you. Whatever meaning time and distance have, it is certainly not one that enables them to weaken a friendship. I have just been reading about the stars: the distances at which the astronomers believe them to be placed, and the times which the astronomers believe their light takes to reach us, are so immense that they reduce (it seems to me) the very conceptions of distance and time to absurdity; at any rate, distance and time cannot have the meaning we commonly assign to them in our ignorant and thoughtless everyday life.

I very often think of you; and my too brief association with you remains one of my most cherished memories, and one of the experiences for which I am most grateful. It is a pity I know so little of what you have done and how you have affected the lives of people around you.

The workings of fate are indeed mysterious. At the tiny school that I maintain at my house, I have had in eight or nine years about 30 pupils—from 5 to 15 at any one time. It is not always difficult to guess why fate directed most of them here, for I could discern something of their inner needs and have been able to watch some small improvement, growth and strengthening in their characters and BEING. Two boys died at the age of 12 though my boys have been drawn from a fairly wide area round this small town; these two both lived in the same part of the town; the funerals were at the same church, and both are buried in the same churchyard. Why destiny brought one of these children to me it is not difficult to see; he was a backward child of limited mentality and awkward manners, but became a charming and friendly child before he died. His influence has continued from whatever world he had since inhabited; for his parents—simple and uninstructed people—have become more and more interested in the attitude which I seek to represent in my work; the father has abandoned his trade of house-painter, and he and his wife became 'foster-parents' at a large children's home (for orphans and neglected children) maintained by the county council. But why the other boy (belonging to quite a different family)—who was killed by a fall of earth when playing with others making a tunnel in a wooded hillside—was directed to my school I do not know. Unlike the first, he

never seemed to gain anything through coming here; nor did he ever (as other boys did) seem very *happy* here. Perhaps destiny intended me to do him some good that *I failed* to do.

It has been a joy to me to work in freedom for these eight and a half years. My school (which is not advertised and of which few people know the existence) is the same age as the Republic of India and the Dominion of Pakistan—all the three started in the summer of 1947 ! But I have worked under difficulties. I am extremely poor; my net income (according to my accountant) from all sources two years ago was £225, and last year £185. Prices in England are quite different from what they were when you lived here. It is no longer possible to live on such an income. Nevertheless I perform the impossible; for I am still alive. But it is difficult, often, to find any money to hand to the boy I send to the shops for bread, dates, bananas, apples or coffee. I cannot employ anybody to clean the house; the boys sometimes clean parts of it in their boyish way; I myself sometimes reluctantly sweep some floor they have not touched. Every day I must 'wash up' plates, cups, knives, spoons, pans. In India I suppose you would all regard me with horrified disdain or contempt. But it is only by accepting poverty and discomfort that I have been able to continue the work.

At present I have only six pupils: three backward boys of 12, and three more 'normal' ones aged 12, 14 and 15. I love them all, but my teaching is not efficient because of the difficulties (a) of teaching different ages and individuals at once, and (b) of preparing lessons adequately when domestic tasks confront me. Naturally I should not go on if I did not believe that in spite of its great faults and limitations, my school did benefit the boys and give them something they would not get elsewhere.

It is only a day-school. I should have started a boarding school if I had had a little capital and if I had believed in the possibility of finding parents who would pay the very large fees that a boarding school must charge. In England there seems to be still the old possibility of a 'preparatory school' (an upper-class or middle-class school preparing boys for the 'public school' such as Shrewsbury or Rugby) and the 'public school' itself, and also the new possibility of a school accepting very difficult backward and delinquent children paid for by the county councils; but little possibility of anything between. This is a working-class district though we have a residential university here.

I ought to be an Indian *guru* surrounded by my pupils in a clearing in the forest! My school opposes the current of modern life—not in a futile, rebellious way but in a discerning determined attempt to modify or divert the current in so far as my pupils are concerned. I cannot say very *much* to the parents; still less can I expect them to agree and comply with what I do say ; but I can let them know (strange as it must seem to them) that it is possible even in 1955 to believe that popular newspapers and magazines, popular sport, the cinema and wireless and television, and modern dance-music, are *harmful*, ; and possible for the widespread beliefs in atheism, agnosticism, behaviourism, popular Darwinism, Marxism, Freudism, and even Deweyism, to be *doubted* and replaced by quite other beliefs which result in a different way of life and different objectives.

My boys are not taught that they are descended from savages and ape-like creatures, that the earth originated merely mechanically, that its fate is to be burnt up or to go cold and frozen and lifeless, that the human race is of no account in the immensity of the universe ; that the gods they should worship are the machine and the atom ; that ancient myths and legends and religions are the pitiful and foolish errors of primitive ancestors ; that money or at least a 'good job' should be their objective ; that a country should be ruled by its trade-unions or dictator or some other agent of the masses ; that all human beings should be equal and alike namely, equal to, and like the lowest type of them ; that the hope of the future lies in greater and greater mechanisation and electrification ; that, in

short, man is not *human*, nor the gods divine.

No : they are taught something very different.

You are not to suppose, however, that the school seeks to impart dogma or doctrine. Its purpose is to help *the inner being* of the pupil to awaken, so that it may find its own path. It is impossible for a pupil to find a true path (by which I mean a path to true wisdom and true growth—that is, a path leading towards true humanity and towards the divine) if he is imprisoned and shackled by the cold, dark misconceptions on which modern life (whether Western or 'Communist') is based. From these misconceptions he needs to be released. His soul will respond, to some extent, to poetry ; painting ; little festivals of the seasons of the years, conceptions of rhythm, growth and metamorphosis in colour, geometry, and plant life ; the daily example of sincere (not mechanical) prayer ; the experience of music and drama ; a sympathetic and reverent treatment of ancient myths and holy writings (my boys have genuinely enjoyed Mathew Arnold's *Sohrab and Rustum*, and portions of the *Mahabharata*) ; and the experience that there are adult human beings for whom the *moral order* in the universe is a reality. It is with man's *inner being* that education must be concerned ; but this is not possible unless educators have a true *conception* of what that *true being of man* IS. The present governments, universities, and even churches, appear to have no such conception. Therefore, they cannot lead, they can only hinder. Hence education must be *free*—not directed by authority—for present-day authorities are no true authorities ; of ancient moral authority they retain only that tiny vestige which entitles them at any rate to prevent entire social class, and the reign of unbridled violence and crimes. Beyond that, it is difficult to see what moral authority any modern so-called 'authority' (institutional) possesses.

You would be mistaken if you concluded from all this that I am one of those who imagine that they can put the clock back ; that they can forget modern western science, sweep away the 'industrial revolution', discontinue using machines, and return to the simplicities of the European Middle Ages and of eighteenth-century India. I am not. But I *am* one of those who believe we should live with our eyes open, that we should perceive what we are doing, that we should know *when* we are in the care of the angels and *when* under the influence of the Satanic or Ahrimanic powers. At the present time, both governments and peoples are blind.

For many years I have found spiritual refreshment and strengthening through the little I have read of Rabindranath Tagore. I should be interested to know what has become of his school and how it now functions. Of Krishnamurti I do not know very much, but my attitude is one of interest and respect. Two extremely remarkable teachers have arisen in Europe—and now died—whom I owe very, very much : Rudolf Steiner, who worked in Germany and Switzerland but visited England, Norway, Holland, France, Italy and Finland : and George Gurdieff, who worked in Russia, Istanbul and France. Many as are my debts to such teachers, the greatest is that they have taught me how an intelligent modern human being can rediscover the truths of religion and turn with delight and benefit to such a document as the Gospel of St. John in our New Testament.

Conditions in England now are such as to defy generalisation. If one looked only at the crowds in the streets and buses on Saturday nights, ill-mannered, uncouth, ignorant, with apparently no thought beyond money, and foolish and vulgar pleasure and no suspicion of the existence of self-sacrifice, or nobility, or beauty, or grace, or dignity, or service, or divinity, or at the popular daily and weekly papers, which encourage the lowest errors of thought and feeling for the sake of commercial gain, and which print 'letters from readers' which reveal incredible depths of pettiness, triviality and ignobility; one would think England as a pretty poor place. But this would not be a complete picture. Even among these pitiful creatures, who have fallen so far below the level of the truly human, there are some who *sometimes*

have kindly impulses and who sometimes discriminate between higher and lower, good and bad things. And besides these crowds, there are *other* people—so many that one may almost say *classes* of peoples—who at various levels do reflect upon life, and make choices between higher and lower, and read and think, and wish for their children's welfare, and follow certain standards in the conduct of their personal lives. In these people lies the hope for the future. In the higher, better-educated classes, though there are plenty of *materialistic* professors and politicians and businessmen, there are also other people who are sensitive to what is beautiful, true, good and holy. The whole picture is a very mixed one ; and surely it is the same in India. The better people are hampered by the hold that materialistic science has on their intellects ; this paralyses their souls and defeats the impulses of their hearts. A new science, a divine and true science, has to be found by any who are to solve the present problems of life. It is towards such a science that teachers like Stiener and Gurdieff point the way. Please don't think me a fanatic, a doctrinaire, a partisan. The ancient religions remain but they no longer sway governments or peoples enough; the key to their understanding has been lost ; a new key has to be found, and a revival of religion becomes possible. It is NOT possible as long as we are imprisoned within the conceptions of modern science as at present popularly conceived in Europe, Russia and America (and, I fancy, by the *intelligentsia* in India).

My (somewhat distant but I hope nevertheless real) friend, Dr. Karl Konig, was invited, I believe, by the Government of India, to lecture in India on his work with backward and afflicted children, (spastic, paralysed, epileptic, blind, deaf, dumb, mongols, hysterical, imbecile and delinquent) in Scotland and England. Unfortunately, he has been stricken with grave illness, and will never, I fear, be able to carry out the proposed tour. I have visited his children's homes eight times, and although my peculiar tastes and individual eccentricities (or idiosyncrasies) are not satisfied by every detail, I love and admire these homes and Dr. Konig and his fellow-workers. For Dr. Konig, afflicted children are not biological failures, whom it is proper "to put out of the world by killing," but fellow human beings whom it is our duty to help and serve, for though afflicted in their physical instruments, they may be *spiritually* our equals or superiors.

The present outlook for the world is dark. As long as human beings believe themselves entitied to practise *violence* on their fellow-creatures, and to impose their *will* upon their fellow-creatures, there can be no heaven on earth. If hatred or contempt lives in the human heart, the most 'comfortable' material civilization, with all the resources of machines and electricity, will be only a hell.

Whether I shall be able to remain here and continue my work after a few months I do not know. There are threats of increases in rent and rates which I could never meet. And there are no signs of new pupils. Why should parents *pay*, when government schools offer everything for nothing ? The parents do not even *suspect* that what the government schools offer is spurious and even harmful. After 23 years in such schools I had drawn my conclusions. Shall I have to return for economic reasons to employment—as a mere employee, a mere slave, a wage-earner—in a government school, where I shall see no reality or value in the way the days are spent ? How can schools fulfil their function if parents, teachers, and administrators are ignorant, and mean-minded (as most of them seem to be, if we take a high standard), and if the schools are subjected to continual interruption and dislocation by thoughtless administrators and petty administrative tyranny, as I found them to be, even in so remarkably free, and easy a country as England. Private and independent schools are indeed needed ; but few people perceive the need !

Did I tell you of the series of providential miracles by which I have been enabled to maintain my work so far ?

First, when I had to lose my house-keeper and live alone, a lady appeared who gave astonishing help. She did shopping for me,

gave the school many gifts, and worked hard at cleaning floors and rooms on one evening a week. This she did for seven and a half years. Her family circumstances made her discontinue this help at mid-summer of this year, since when I have had to manage without help.

Then, when after two years, the boys had become so varied in age and attainment that I went nearly mad in the effort to cope with their various requirements all at once, there came an offer from a highly educated young man (a classical scholar of Shrewsbury and Cambridge) to help me without salary. He came and accepted all the crudity and squalor of my life. At first he was entirely a learner for he had many difficulties within himself. But I believed that he would be healed and that he would grow. And so it happened. He learnt the attitude and methods I represent and became *invaluable.* A year and a half ago he married, and unable any longer to live without a salary, went to teach in Germany. Providence had aptly reduced the number of my pupils to *five,* and thus I was able to go on without my helper.

The present nationalistic divisions cannot persist indefinitely in the future. Human beings of insight and goodwill, whether in England, Germany, Russia, Arabia, India or Japan, will establish some community of understanding and action and form an international or world-wide caste in order to serve humanity. It will be like the ancient Japanese *Samurai* in a new form. The masses seem resolved to degrade and destroy themselves. Many men of intellect and power are resolved to lead, administer and carry out that degradation and destruction. Men and women who see the tasks of life differently from this will establish links with one another and, for themselves, establish a different way of life, which will influence and aid some of the masses and some of the leaders to change their path. It is in such a movement that you and I are already, surely engaged.

I write this, not knowing whether it will ever reach you. I do not know your address. I do not even know that you are still an earthly being! I am writing to the High Commissioners of Pakistan and India in the hope that one of them may know where you are and tell me.

THE PRODUCTIVE ASPECT OF BASIC EDUCATION

WHEN we speak of the productive aspect of Basic education, it is good to remember the warning words of the Father of the Nation. He said : "The test of success in Basic education is not its self-supporting character, but that the whole man has been drawn out through the teaching of the handicrafts in a scientific manner". The aim of all education is to draw out the capacities and talent in every individual, so that he may be helped to attain the highest degree of self-expression; that is also the aim of Basic education. But it is the special purpose of Basic education to use a constructive craft as an instrument to achieve its purpose. In Basic education, the highly valued social qualities of team work, good neighbourliness, and community-consciousness along with efficient knowledge of a useful craft are developed. The knowledge of craft is not merely theoretical, but involves efficient practice. To learn to perform any task we have undertaken well and efficiently is one of the *fundamental* objectives of educational practice. The student can prove his efficiency in craft only by his ability to produce things of good quality, which implies that the things he produces have economic value. This is what Gandhiji meant when he said: "The self-supporting part should be the logical corollary of the fact that the pupil has learnt the use of every one of his faculties".

Now for some statistics about the extent of the productive capacity in Basic school. With regard to the Junior and Senior Basic schools, the matter has been investigated by a Committee appointed by the Central Advisory Board of Education, now called the Pires-Lakhani Committee. The Committee has submitted a report. They found "the highest percentage of self-sufficiency reached by a Junior Basic school in India from amongst the schools which sent returns, was 12.1." This figure was attained by the Anyasipur Junior Basic School, Orissa, during the year 1950-51. The age-range of the pupils in this school varied from seven years in grade I, to 12 years in grade V. (We might ignore the percentage of 29.3 reached by the Kasturba Gandhi Gurukulam, Vedaranyam, Madras State, where children over the age of nine sleep for seven hours only and are expected to do five hours' manual labour daily. Besides, electric power is available in the school for irrigation). According to the Bihar Government's publication, "Basic Education in Bihar—III—Economic Possibilities", the productivity in the upper grades of a Senior Basic school is so high that the net recurring cost of a *Senior Basic and a Junior Basic school* is practically the same, as shown below :—

	Senior Basic School (for full classes)	Junior Basic School (for full Classes)
Recurring cost	Rs. 10,200	Rs. 5,000
Income	Rs. 6,700	Rs. 1,400
Net cost	Rs. 3,500	Rs. 3,600

Amongst Senior Basic schools, the Mathur Senior Basic School, with wood and metal work as basic craft in the top three grades, was found to be self-supporting to the extent of 44.03 per cent. But it was the Sevagram Basic School that reached the maximum limit of self-support with its 63 per cent.

Though the report is some years old, it may be said to indicate the existing position fairly. But, it must be remembered that many of these schools are above the average and run by people who have a missionary zeal for this work. When Basic schools are expanded to cover large areas in the country, the average is likely to go down as all the teachers may not have the same zeal. But the Committee had no doubt that the development of productive capacity was possible consistent with a sound education. They also observed that for the success of the productive aspect of Basic education, the following conditions are absolutely necessary :—

(i) A Basic school should consist of eight classes and should not be a

truncated Basic school of five classes only.

(ii) Every class should have its full quota of 30 students.

(iii) Basic schools should be well-equipped with the necessary tools and appliances, as well as sufficient land, and livestock, in the case of agricultural Basic schools.

(iv) They should also be staffed and supervised by well-trained persons having faith in the objective of self-sufficient and self-supporting education.

The above account is with regard to Junior and Senior Basic schools consisting of five and eight grades respectively. In the last few years, some post-basic schools have come into existence in various parts of the country. These schools are few, each state having not more than two or three within the area. The figures of income of these schools are not readily available nor has any authoritative committee gone into them. However, in "The Picture and Programme of Post-Basic Education" published by the Hindustani Talimi Sangh, the following figures are given :—

A. Record of Earnings and Expenses in Uttar-Buniyadi Bhavan (Post-Basic School) Sevagram

EARNINGS	Year: 1948-49	1949-50	1950-51	1951-52	1952-53
	46 students	57 students	53 students	73 students	64 students
Agriculture	3569-15-9	1481-13-9	1500-0-0	6739-8-0	4410 -7-0
Animal Husbandry	300- 0-0	480- 0-0	700-0-0	1000 0-0	1181-10-0
Dairy	418-12-0	1070- 0-0	700-0-0	1150-0-0	480- 0-0
Oilpress	334-12-0	320- 0-0	324-0-0	324-0-0	274-15-0
Carpentry and Building	395- 0-0	788- 0-0	324-0-0	1170-0-0	640- 3 0
Weaving	225-15-6	194- 1-0	70-0-0	735 0-0	721- 8-3
Minor crafts*	—	—	—	—	307- 5-6
Social Services@	852-14-0	310- 0-0	1011-0-0	538-0-0	853- 2-0
Kitchen and Stores.	461-12-0	866- 0-0	855-0-0	730-0-0	640-12-0
TOTAL Rs.	6639-1-3 (71%)	5509-14-9 (58%)	5484-0-0 (70%)	12486-8-0 (90%)	9509-14-9 (63.5%)
Expenses (food and miscellaneous, excluding clothes) TOTAL	9411-5-6	9691-14-9	7830-0-0	13870-8-6	14894-0-0

NOTE : * Minor crafts include tailoring, bakery, palm-gur extraction etc.

@ Social Services include health work and education. Mess charges Rs. 15/– per month raised to Rs. 16/– in 1952-53. Miscellaneous (out of pocket) expenses of Rs. 3/- a month.

B. Individual Student's Earnings in 1952-53, Grade XI.

1. A student below average

Craft	Hours	Earning	
1. Weaving 17 yards	650	23	15
2. Kitchen	77	9	11
3. Agriculture	75	9	7
4. Health work	88	18	-
	890	61	1

Expenses for 11¼ months 214

Percentage of self-sufficiency 29

2. A student above average.

Craft	Hours	Earnings.	
1. Agriculture	625	78	2
2. Animal Husbandry	384	55	8
3. Social Service	276	21	6
4. Poultry	36	4	8
5. Kitchen and Store	122	15	4
6. Tailoring	12	1	8
7. Bakery	40	5	-
Total	1495	181	4

Expenses, 12 months	228
Percentage of self-sufficiency	80
Average working hours for a month	125
Cloth woven for personal use.	12 yards.

Note : Cloth woven in addition for personal use—8 yards No earning during one month due to sickness.

There was recently a Post-Basic Education Conference held under the auspices of the Hindustani Talimi Sangh on the 19th to 22nd January 1956 which I had the honour to attend. Many of the post-Basic schools all over the country had sent representatives to the conference along with their reports. The self-supporting aspect of the Post-Basic stage formed an important subject of discussion in the conference. One school claimed that by their work they had earned 104% of their expenses. Others gave their own figures. It is difficult to accept these figures as they have not been examined. The school that claimed 104% of earning said it was spending on food 7-8-0 per month per student. Whether, within this amount a balanced diet necessary for the children of that age is possible is a matter for consideration. And so, before determining the percentage of self-support possible, such questions as what is good normal diet, how many hours of work have been done, etc. will have to be examined. Besides, the standard of attainment of the pupils should also be measured. The Standing Committee on Basic Education of the Central Advisory Board of Education has appointed a Committee consisting of the Ministers of Bihar and Saurashtra, Sri Aryanayakam and myself to go into the matter. Until this evaluation is effected it is difficult to judge the claims made by these schools.

It seemed during the discussions that most of the teachers and others who presented their reports were obsessed with the idea of claiming a large percentage of self-support as if that were the sole criterion of the excellence of the school. This, it seemed to me, was an undesirable attitude. It is easy to be lost in the idea of self-support and to show production at the cost of the intellectual development and growth of the personality of the child. It is important

for us to remember that our primary objective is *Education.* Any system of education that loses sight of this objective ceases to be sound. At the same time, it has been pointed out that good education can be given through productive work and crafts, provided they are judiciously combined with other necessary activities and experiences. In the higher classes, self-study and use of books should also have an important place. And so we must be constantly on the watch to maintain a proper balance between work and knowledge, routine and initiative.

It cannot be gainsaid that disciplined work does help in the intellectual and moral development of the individual and at the same time in the production of articles of economic value. But the present pattern of our educational system, the staff as well as the method of administration must change considerably if the proper mean between work and knowledge is to be achieved in our schools. The organisational form as well as the attitude of the teachers and inspectorate must undergo a revolutionary change, if this aspect is to become a living part of our educational system.

T. S. Avinashilingam

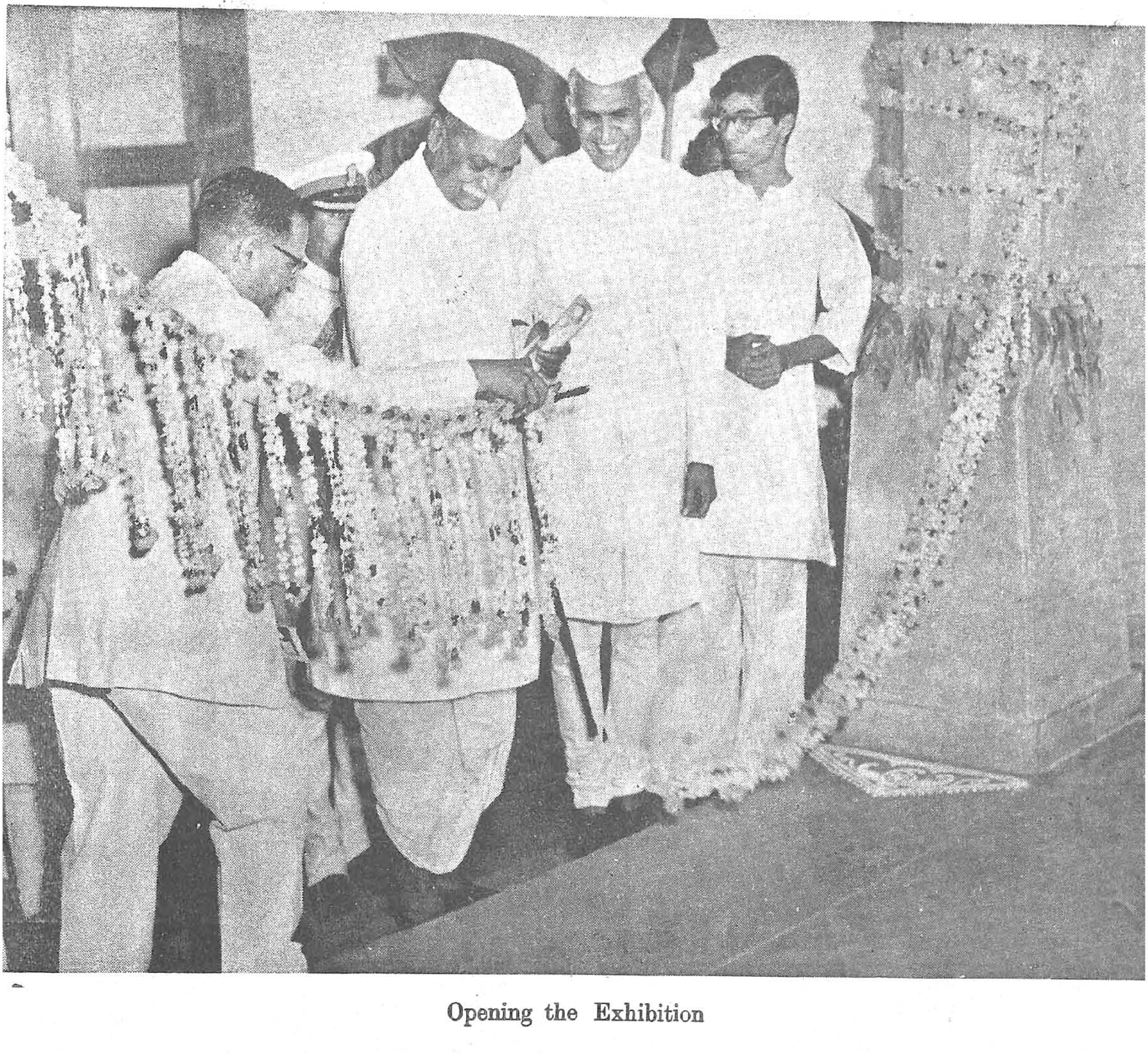
THE ALL-INDIA BASIC EDUCATION EXHIBITION

BOOKS and education are no longer synonymous. And the wise old heads who proclaimed not long ago that books and learning created more problems than they solved, would hesitate to make such a statement today. For, in this dynamic age of ours the concept of learning has grown in meaning and application, and as education has moved away from its beaten track, it has opened up new lines of thought, new objectives and new heights.

This was precisely the object, namely, that of introducing the public to the change that has come about in our ideas on education and the educational system, that the All-India Basic Education Exhibition was arranged by the Union Ministry of Education at the Fine Arts and Crafts Society building from April 28 to May 7, 1956. A three-day seminar running simultaneously with the exhibition brought together Basic education experts from different parts of India in a forum of discussion and gave them a valuable opportunity of exchanging ideas on the development of Basic education in their respective regions. The second object of the exhibition was to give the public an idea of the productivity and purposeful activity that is the essence of Basic education. The arts and crafts on view came from 24 States of India and from many voluntary institutions and publishers in the country. Thirdly, the exhibition tried to show that Basic education offers greater scope for a fuller and happier development of child personality than the purely academic form of education. Murals executed in bold design and decorating the entrance to the exhibition told the story of a child's various activities in a Basic school—community projects, social entertainment, cooperatives, children's parliament—activities that call for combined effort from teachers and students alike and positive attitudes towards work and play.

Around the Stalls

The stress of Basic education is on 'activity' as against book learning. Craft provides the focal point of all instruction. And to the sophisticated who think that this idea is admirable but impractical, the bewildering variety of articles on display must have given cause for thought. For there were rugs and textiles, carpets and saris, enbroidered table covers and *asans*—all from the craft of spinning and weaving. Where woodwork and carpentry was the craft, there were tools and implements of various sizes, articles of furniture (like chairs, centre tables, bookshelves, racks) table lamps and toys. Neat trays and handbags of cane, bamboo fans, hand-made notebooks and stationery' numerous little papier mache articles of household use, leather bags and shoes, were only a few of the vast variety of things attractively laid out to give the visitor an idea of



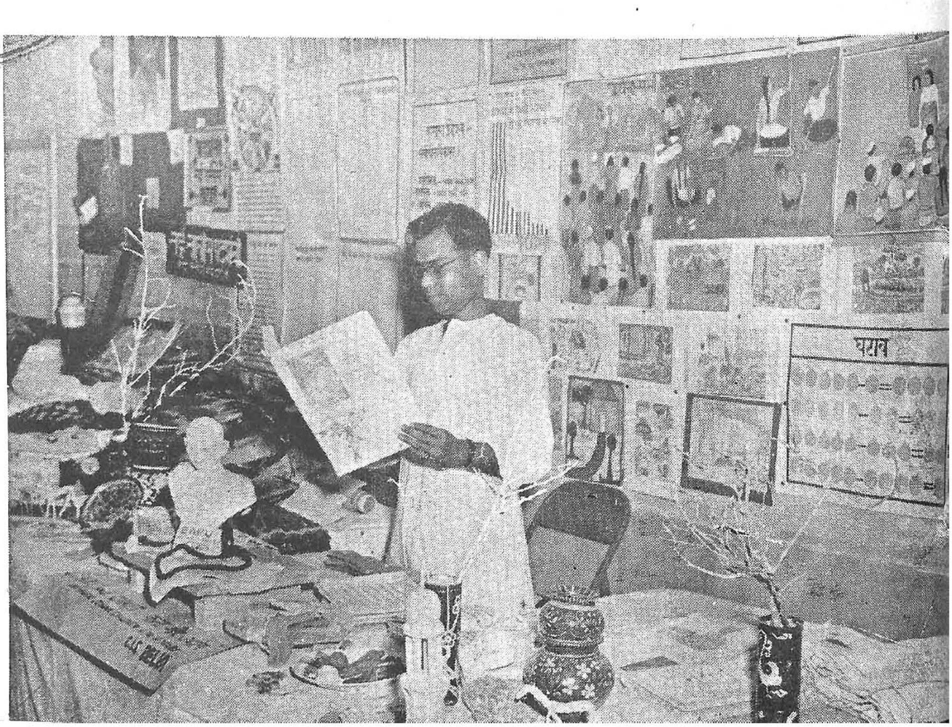
Opening the Exhibition

Tripura State Basic Exhibits

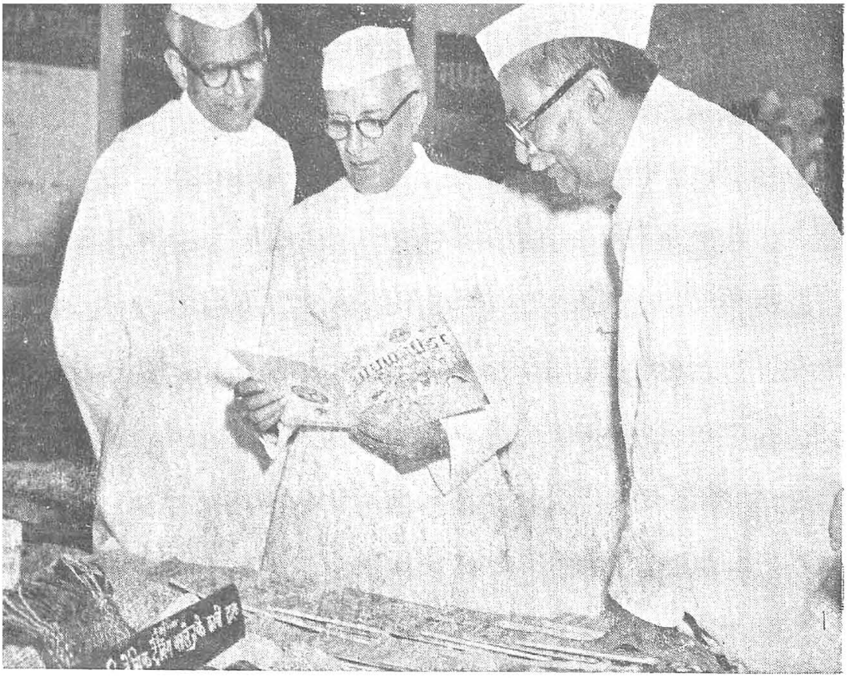
HISTORY OF NAITALIM
1937. JULY. 31.
1937. OCT. 22.23.
1938. MARCH
1939. APRIL
1939. JUNE
1939. OCT
1941. APRIL.
1942.
1945. JANUARY.
1945. MAY.
1946.
1949. MAY.
1950.
1951.
1952.
1953.
1954.
1955.
1956.
HARIJAN
140
70
260
147
943
677
1439
1133
668
5620

A True Story

Delhi State Exhibits



Exhibits from Faridabad, Central Institute of Education, Delhi and Jamia Millia, Delhi



Books on Basic Education

Andhra

Ajmer

the range and extent of craftwork in Basic schools. As the eye roved over the crowded collection, it was caught here and there by an unusual object—Orissa's bag made from *garagad* was a conspicuous example of how an intelligent and imaginative mind can create an object of beauty from waste material. In the same way Bombay's multi-coloured *galichas* and thick strong ropes were produced from material that is ordinarily thrown away; so also West Bengal's stuffed toys and stage equipment.

Broadly, all exhibits could be catalogued under five or six distinct crafts—spinning and weaving, woodwork and carpentry, cane work, pottery, smithy, leather work, agriculture and gardening. There were graphs to illustrate how in Basic education subjects are correlated with basic activities that relate the child to his physical and social environment through productive work. On the walls and display boards were drawings and paintings on many subjects, some in vivid colours and some in soft elusive shades, that added to the artistic and picturesque effect of the general lay-out of the exhibition. But to say that there was perfection of finish and design in the arts and crafts on view would be to convey a wrong impression, for this was an *educational* exhibition (as distinct from an exhibition of arts and crafts) where everything exhibited had to be seen and appreciated from the standpoint of child education. The articles on view were all prepared by children between the ages of 6-14 and by teacher-trainees in Basic training institutions. Naturally where instruction is based on experiment and must proceed through activity, the product thus made will not be professionally perfect.

Teaching Techniques in Basic Schools

By the very nature of his work no teacher in a Basic school may be untrained, and most of the stall-holders who were teachers and headmasters of Basic schools explained to the visitor the basic techniques of teaching in their schools. A teacher from Delhi gave a demonstration lesson in Geography; the subject was "Cotton Growing in India." Starting from a child's own experiences and associations from daily life, the teacher tackled the subject of cotton growing and then the different kinds of soil conducive or otherwise to its growth and finally the particular regions in India that were more suited than others to growing cotton. A teacher from Andhra explained the craft of lacquer work in his school, the stages and processes by which it was introduced to the pupils and he showed some interesting hand-written literature on the subject prepared by teachers of his school. Given the incentive and proper facilities for work, teachers like to make their own aids; and most of the teaching aids exhibited were the work of teachers. Of special interest were the kindergarten apparatus consisting of metal cut-out alphabetical letters from Hyderabad and Rajasthan's masonite cut relief maps for teaching geography and illustrated three-dimensional story books for teaching history.

The Enquiring Mind

In one part of the exhibition were theses, reports and reference works collected from different universities and post-graduate training colleges touching on problems of Basic education like correlation, syllabus and curriculum, attitudes, personality, assessment and achievement, surveys and fact-finding enquiries. The scholar is for ever asking, what is the precise value of the Basic system of education ? How far does it combine the advantages of the academic and practical forms of teaching ? Never before has a system of education aroused so much controversy and enthusiasm as Basic education. It is not the function of an Exhibition to provide final answers. It is its function to assess and consolidate, to record and to point the way to further development. But for those with eyes that see, the Basic Education Exhibition has provided evidence of educational determination, practical and realistic progress that are possibly more necessary for India today than the book-learning to which we have in the past sometimes sacrificed the practical intelligence of our children.

Kala Thairani

AUDIO-VISUAL EDUCATION UNDER THE PLAN

THE Second Five-Year Plan will see Audio-Visual education placed firmly on the map of education. This has been made possible by a series of significant events that have taken place in the last decade. It is against this background that the comprehensive and even ambitious plans for development under the second Five-Year Plan, both at the Central and State levels, can be appreciated. To what extent these will finally be carried through and whether all the schemes will materialise during this plan will depend mainly on the finances made available to education on the whole and to Audio-Visual education in particular. The basis, however, has been laid down with vision and clarity.

The early development of Audio-Visual education can be summarised briefly. It was not till 1947 that the first budget provision for a Central Film Library was made by the Government. In January 1948, Visual education figured among the discussions of the All-India Educational Conference and the meeting of the Provincial and State Directors of Public Education—both bodies recognising the need for a Central Film Library and for assisting the Provinces and States in formulating programmes of Visual education. In July 1948, the Centre appointed an 'ad hoc' committee to investigate fully the problems of Visual education at all levels of education—Primary, Secondary, University and Adult. This was an important landmark in the development of Audio-Visual education in India. Subsequently, the issue of a Press Note in April 1949, wherein the Government sought to encourage the production of educational films ended what may be called the exploratory first phase in the development of Audio-Visual education. The emphasis during this early period was on the the film as a visual aid,

In 1950, the need to recognise other audio-visual aids and to encourage their use was first felt by the Ministry of Education. The Central Film Unit was significantly renamed the Audio-Visual Section, the Central Film Library constituting one, albeit an important, part of the Section. As a first step the systematic acquisition of film-strips and graphic materials was undertaken. The ground had thus been partly prepared for the appreciation and acceptance of the far-reaching recommendations—the eleven "action points" as they came to be called—made at the All-India Conference on Audio-Visual Education, organised in October 1951, on the occasion of the visit of Prof. T. L. Green, an audio-visual expert. The significance of the deliberations lay chiefly in the recognition of (a) the need for an administrative set-up for the development of Audio-Visual education,(b) the various types of audio-visual aids which included the use of museum and educational broadcasting, their problems of availability and production, and (c) the need of providing training facilities to teachers in Visual education. Actually, the Conference had sketched the broad pattern on which subsequent development of Audio-Visual education was to take place. Both the State and the Central Governments thus had a working blue-print for the development of their work in Audio-Visual education.

Since then, events have taken place in rapid succession. The National Board for Audio-Visual Education came into being, its first meeting taking place in May, 1953. The eleven "action points" received more detailed consideration with the purpose of finding ways and means of integrating them in an overall plan for Audio-Visual education. Important recommendations were made in connection with the establishment of State Visual Boards, the publication of a journal

on Audio-Visual education by the Centre, the production of instructional films by the Films Division, the production of non-projected visual aids, and the use of auditory aids in schools.

The unassuming poineer booklet on Audio-Visual education, recording the proceedings of this meeting proved to be a popular publication. It was avidly sought by educational institutions, indicating the interest that had been awakened in the subject in the course of only a few years.

Just about that time, in 1952-53, the Government, in cooperation with Unesco, organised two seminars on the production of simple audio-visual aids, including illustrated reading material for use in Basic and Social education programmes. The seminars, each of three months' duration, were attended by trainees from State Governments. They certainly picked up simple methods and techniques for the production of visual material. The more effective contribution of these seminars, perhaps, lay in the application of these techniques for the production of material in Basic and Social education. They succeeded in correcting any impression that there may have been about the impracticability of audio-visual methods.

Since then two seminars have been organised in pursuance of the Central scheme for the training of Audio-Visual education experts, the only audio-visual scheme included under the first Five-Year Plan. The first, organised by the Central Government, was held at Delhi in 1954. Thirty officials from 16 State Governments who were associated with the actual planning and organisation of Audio-Visual education or expected to take up the work on return, studied and discussed the theory and practice of Audio-Visual education, its problems and possibilities as applied to conditions in India. They returned with a deeper awareness of the subject and, in most cases, with the determination to carry further what they themselves had acquired. Thus this seminar made possible the development of Audio-Visual education under trained guidance in various parts of the country.

The second seminar, organised at Lucknow in November, 1955, was a joint Indo-Australian effort. This made it possible for the Indian participants to come into contact with teachers and audio-visual administrators from eleven countries of South-East Asia. We were able to assess our problems and achievements with those of other Asian countries and this experience should provide a more balanced appreciation of the possibilities of Audio-Visual education under the new Five-Year Plan.

The proceedings of the second meeting of the National Board held in May, 1955, are now available. Besides other recommendations, the Board considered the proposals for the second Five-Year Plan and approved them. If this report receives anything like the attention given to the first, it will make the proposals for the second Five-Year Plan widely known, not only among the State Governments, but educational institutions also. It is hoped that these institutions will make their comments and constructive criticism of the proposals as this will further ensure the successful implementation of the Plan.

If we now turn to an examination of the schemes included in the second Five-Year Plan, we find that we have advanced from the single scheme of the first Five-Year Plan to an all-embracing multiple programme proposed under the second Plan. This programme covers the three main aspects of Audio-Visual education: (1) administrative organisation, (2) training, and (3) supply and production of material.

We will now consider the various schemes proposed to be implemented jointly by the State and Central Governments :

1. *Establishment of Audio-Visual Sections on a State-wise Basis*

This is intended to fulfil the first desideratum of the systematic development of Audio-Visual education in the country, namely the establishment of efficient administrative units in the State Departments of Education, corresponding to the Audio-Visual Section in the Ministry of Education. The units

will examine and implement recommendations of the National Board and otherwise direct audio-visual policy in the States.

2. *Establishment of State Audio-Visual Boards or Committees*

The State Boards, with a large representation of teachers and teachers' associations, are expected to provide the link between the lakhs of teachers in the country and the National Board. The need for this has been felt widely, and several State Governments have already set up their Boards. By including this scheme in the second Plan, it is hoped to cooperate with the States in hastening the establishment of State Boards where they have not been formed and in assisting in their regular functioning where they have been already set up.

3. *Organisation of Training Courses for Audio-Visual Personnel at Various Levels*

This scheme is, in a sense, a continuation of the earlier scheme included in the first Five-Year Plan and aims at increasing the volume of training facilities for personnel at all levels—teachers, projectionists, maintenance personnel, producers of projected and non-projected materials, Social education workers etc.

4. *Establishment of Audio-Visual Aids Libraries on a State-wise Basis*

This scheme is intended to meet the great demand for audio-visual materials. On account of the vastness and the diversity of the country, it is most desirable that regional or, at least, State Audio-Visual Libraries should be formed. There is the further need of the State Governments realising that the work of the Central Film Library, started as a pilot project, is in the main, over. The Central Film Library should in time take over the acquisition of specialised films and films significant in the history of the cinema, and leave the supply of instructional films to the State libraries. Filmstrips should, eventually, be maintained in school libraries, but meanwhile the State Audio-Visual Libraries, rather than the Central Film Library, should provide this material.

5. *Establishment of Equipment Pools in District Libraries*

Till such time as each institution in the country can have its own projection equipment, it is proposed to create equipment pools consisting of 16 mm film and filmstrip projectors and accessories which educational organisations could draw upon. Essential staff to manage the proposal is also provided for under the scheme.

6. *Introduction of Audio-Visual Education in Teachers' Training Institutes*

It is proposed that teachers' training institutes should introduce Audio-Visual education as one of the compulsory subjects of study, to ensure that future teachers will be sent out with a full awareness and appreciation of audio-visual methods.

7. *Supply of Radio Sets to High/Higher Secondary Schools*

This scheme will, in a way, supplement the Ministry of Information and Broadcasting scheme regarding the installation of community receiving sets in villages.

Both the above schemes for the supply of equipment will largely depend on availability of funds.

8. *Establishment of Workshops for the Production of Non-projected Visual Aids at Teachers' Training Institutes*

It is proposed to attach these workshops to government teachers' training institutes. These will serve as research bureaux in production techniques of audio-visual aids and bring the teacher under training in contact with the problems connected with their production and use.

Audio Visual development at the Centre will receive definite encouragement during the second Five-Year Plan. The normal development of the Audio-Visual Section in the Ministry has been held up for lack of adequate housing facilities. The completion of a separate wing for the Audio-Visual Section during 1956—it will consist of a siz-

able auditorium for the preview and exhibition of films, air-conditioned facilities for the film library, a laboratory and dark room for production of filmstrips and non-projected visual material besides office accommodation—will meet the need for sufficient and special type of accommodation so necessary for further development of the work of the Section. The activities of the Audio-Visual Section, covering all essential aspects of supply of materials and information, research, evaluation and production, will be further strengthened. The schemes to be taken up at the Centre will include the much delayed publication of a periodical on Audio-Visual education, the production of filmstrips and non-projected audio-visual aids, the acquisition and dubbing of foreign films, and evaluation of audio-visual aids in education.

From small beginnings the audio-visual activities have become an integral part of education in our country, constantly developing and revealing more and more possibilities for making education real and living alike for the child, the teacher and the adult. Furthermore, it is finding its place as an accepted technique in other fields of national reconstruction, such as health, agriculture and community development. Audio-Visual education is being recognised as an effective method for use in all learning and teaching situations.

S. Rahman

EDUCATED UNEMPLOYMENT UNDER THE FIVE-YEAR PLAN

UNEMPLOYMENT among the educated is but a part of the general problem of unemployment, which in turn results from the inability of the economy to expand commensurately with the employment needs of the population. Its seriousness and its causes may vary in different countries and within a country between the kinds of education imbibed by employment seekers. For instance, we find in India, on the basis of the employment exchange data, that in the midst of unemployment among the educated shortages persist in certain categories requiring educated personnel such as overseers, draftsmen, accountants, stenographers, etc. Again, the magnitude of such unemployment in a country varies from region to region according to the development both of educational institutions and the avenue open for absorbing their products. It is well-known that in our country, West Bengal, Travancore-Cochin are areas where the educated unemployed are comparatively more numerous. In devising the remedies, therefore, one has to take into account not only the occupational but also the regional characteristics of the problem.

In discussing educated unemployment it is necessary to note that with the progressive attainment of compulsory education the proportion of the educated in the labour market will continue to increase. Indeed a time may come when all persons seeking employment will claim to be educated. This situation, however, has to be viewed in relation to the ever-increasing magnitude and importance in the economy of what are known as 'white collar workers' or 'salaried workers' generally synonymous with the educated working force. With the advance of technology there is a tendency towards turning out more things in less time with fewer individuals, preferably educated. As the personnel needed in actual production processes declines, the requirements of persons in activities like research, servicing, distribution, co-ordination etc., all of which provide avenues for the educated, will increase. This generally explains the phenomena that in the last 50 years there has been considerable increase in the proportion of salaried employees as compared to wage-earners.

While the generic description of educated labour force as comprising persons seeking white collar jobs or salaried employments is adequate, it is necessary to define the class more precisely if the magnitude of unemployment in it has to be assessed. The Study Group appointed by the Planning Commission to examine the whole issue of educated unemployed and to suggest suitable remedies has in its Outline Report defined pers ns who have completed successfully their Secondary education as 'educated'. In assessing the size of such persons entering the labour force during the next five years the Group examined the relevant data available in the Ministry of Education and has arrived at an estimate of 14.5 lakhs. This estimate takes into account the adjustment for the increasing number of students who would avail themselves of the additional facilities provided for college education in the next five years and also for persons who volunteer to remain outside the labour force. To these new entrants have to be added the unemployed at the beginning of the second plan period. On the basis of the latest report drawn up by the National Sample Survey Organisation on its enquiry in 23 towns in India with a population above 50,000 the Group has estimated the backlog of the unemployed at about 5.5 lakhs. This figure is more or less corroborated by the estimate based on figures published from time to time by the Directorate-General of Resettlement and Employment. Thus employment opportunities required for the educated in the next five years for the eradication of educated unemployment will be of the order of 20 lakhs.

Against this background of requirements we have to judge the employment opportunities likely to be provided by the second Plan. According to the present assessment. planned expenditure in the public sector is likely to offer employment to about 10 lakhs of educated persons. Retirements which have been worked out taking into account the size of the educated working force about 25 to 30 years back account for the absorption of 2.4 lakhs. About two lakhs of educated persons will be able to secure employment in industries in the private sector, and in activities defined by the Census Classification "Others including trade, commerce, transport etc." Thus the size of educated unemployment at the end of the second Plan will more or less remain the same.

The Study Group has, therefore, recommended some special schemes to provide further avenues of employment to the educated. These proposals are—setting up small scale industries for (i) manufacturing articles of daily wear, (ii) serving as feeders to large-scale industries, (iii) providing services like shops for automobile repairs or other machinery maintenance works. These schemes are expected to provide employment at a capital cost of Rs. 3,500 to Rs. 4,000 per person. The other set of schemes recommended by the Group are, inter-city and inter-city cooperative goods transport. In addition, it has also suggested for acceptance the proposals of State Governments specifically worked out for relieving unemployment among the educated. The scheme recommended by the Study Group involves an expenditure of about Rs. 130 crores and if fully implemented will provide employment for 2.4 lakhs of educated persons. The other recommendations of the Group are setting up of Work and Orientation Camps, change in the present system of recruitment, establishment of university employment bureaux and provision of hostels in metropolitan cities for the educated persons in search of employment. It has been decided that the pilot projects which will test the reactions of the educated to such schemes, should be operated before fuller implementation of the Group's recommendations could be undertaken.

While the effect of the plan on the educated unemployed will depend on their reactions to the pilot schemes, it is necessary to point out that there will be other considerations referred to earlier, like regional and occupational imbalances which will introduce limitations on the overall numerical assessment. Regional immobility among the educated can, perhaps, be overcome by providing suitable incentives and opportunities, but to change the occupational structure according to the future needs is a long term process and requires considerable advanced planning. The Planning Commission has, therefore, recommended that there should be a systematic examination of openings for the educated and trained persons in different categories and the information based on these openings should be widely disseminated through programmes of educational and vocational counselling and through university employment bureaux. Cooperative sector in the rural economy and small-scale industries offer increasing opportunities for educated persons in gainful employment. This aspect as well as giving a technical bias to education will have to be kept in mind while recommending changes in the system of education.

B. N. Datar

EDUCATION Today

Basic and Primary Education

During the quarter under review, the Government of *Madhya Bharat* sanctioned the appointment of 1,650 teachers under the State Compulsory Primary Education Scheme and 700 teachers under the scheme to relieve educated unemployment. Under the former scheme, 636 new Primary schools were opened during the same period. The total number of students enrolled in compulsory Primary schools at the beginning of the quarter was 91,912.

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The Government of *Madhya Pradesh* in their Education Department Resolution No. 4388-XVIII dated 10th August, 1955 reiterated their faith in Basic education. The resolution said that the Government would endeavour to convert all Primary and Middle schools into Basic schools within a period of ten years.

The duration of the full Basic course, according to the resolution, will consist of eight years. The Junior Basic stage, consisting of four years, will follow the Junior Basic syllabus of Madhya Pradesh ; while the VIII-Grade Basic schools will follow the syllabus for the Hindustani Talimi Sangh.

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The Government of *Mysore* have sanctioned the opening of 120 new Primary schools as a part of the educational programme of the first year of the Five-Year Plan. Steps are also being taken to upgrade 800 Junior Primary schools with four classes to include one additional class, as also to strengthen the existing schools to cope with their additional enrolment. For this purpose, about 900 new S.S.L.C. teachers are proposed to be appointed.

The Government have sanctioned the opening of ten new Basic schools and the conversion of 20 Primary schools into Junior Basic schools.

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At the time of the formation of *Pepsu*, there were only 662 Primary schools in the state. The number has now risen to 2,578 *i. e.* nearly four times the original strength. Most of the newly opened schools—namely 1,372 schools—have come up as a result of the central scheme of relief to the educated unemployed. The State Development Plan has also contributed towards the setting up of 272 Primary schools.

In Basic education, the State target of opening 50 new Basic schools under the First Five-Year Plan was achieved. In addition to this number, 20 more Primary schools were converted into Basic schools.

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Under the scheme to relieve educated unemployment, about 20,000 teacher-cum-social workers were appointed in the rural areas of *West Bengal* during the period ending February, 1956. About 7,000 new Primary schools were set up in "unschooled" areas during the same period. These new Primary schools enrolled 408, 152 pupils.

Under the First Five-Year Plan of Educational Development, the State Government sanctioned the opening of five Junior Basic schools in urban areas, five Pre-Basic Nursery schools and 14 State-sponsored Junior Basic schools in rural areas. Apart from this, the Government also sanctioned 85 State-sponsored Junior Basic schools in rural areas under the State Development Programme and 15 Junior Basic schools under the Tribal Welfare Scheme.

* * *

Delhi Public Library

Since its inauguration in October, 1951 the Delhi Public Library, a joint project of Unesco and the Government of India, has made notable headway. It has built up a stock of 65,000 books during the last four years while about 2,000 new books are added every month. The number of registered borrowers stands at about 27,000 and fresh members are being enrolled at the rate of 1,500 every month. The library provides free lending service to all and issues about 1,300 books a day for home reading. The confidence reposed in the public has not been belied; and out of 10,40,000 books issued during the last four years, all were returned except 750 which compares favourably with libraries in the west.

Apart from its lending service, the library acts as a community centre to meet the cultural needs of the people. It provides among other things a reference and information service, service to children and a separate Social Education Section for adults. The Extension Service caters for persons living at a great distance from the library through a Mobile Library Van and Depot Stations.

* * *

Education in the Second Five-Year Plan

Sixty per cent of the children in the age–group 6-11 years, 25 per cent in the age–group 11-14 years and 13 per cent in the age group 14-17 years will be brought under instruction by the end of the second Five-Year Plan.

Under the Basic education scheme, 50 per cent of the schools will be converted into Basic schools; while crafts will be introduced in 50 per cent of all the non-Basic schools. Besides, all training schools will be converted into Basic training schools and at least 2,000 Middle schools will be converted into Basic schools.

In the sphere of Secondary education, 1,000 High schools will be converted into Multi-purpose schools and 1,500 Secondary schools into Higher Secondary schools. Improvement will also be made of the existing facilities in 6,000 schools; while 2,500 schools will be equipped with libraries.

Higher education will aim at a uniform three-year University degree course all over the country. Conversion will start from July this year and is expected to be complete by 1961. Besides, the scheme for this improvement and development of Sanskrit and Indological studies will be initiated. Assistance will also be given to learned societies for carrying on research and study in Humanities. Under Technical education three Higher Technological Institutes, in addition to a number of Polytechnics and Engineering Colleges, will be established.

And finally in the sphere of Social education, community centres will be established in the Community Project areas; while literary centres will be opened in the National Extension Blocks. Provision will also be made for expanding library facilities as also producing and distributing suitable literature for both literate and neo-literate adults. Special efforts will be made for expanding education among adult illiterate women.

* * *

Education in Pondicherry

At the time of its *de-facto* transfer, Pondicherry State had 80 Primary schools with a total enrolment of 12,353 pupils. Today it has 164 Primary schools, while the enrolment has gone up to 18,080 pupils. Not much has, however, been achieved in the field of Secondary and University education.

The emphasis on education which used to be on urban areas during the French regime, has shifted to rural areas where 57 Single-Teacher schools have been opened. The education in the State is not merely confined to the teaching of the three R's. In the case of girls schools, arrangements have been made for the teaching of needle-work, housewifery and music and dance. For boys, the ground for the gradual introduction of Basic education has been prepared by appointing instructors in manual work and by providing each central school with a fully equipped workshop of manual crafts. Besides, improvement in libraries of both boys and girls schools has been made at a cost of about Rs. 42,000. The free mid-day meal service for poor children has been continued and expanded to include more schools and more children.

In the field of Social education, 24 Adult Night schools, including three for women, three Ladies clubs, four Youth clubs, ten Community Recreation Centres and nine children's ranks have been opened in the State.

The educational programme of the State under the Second Five-Year Plan is likely to be carried out at an estimated cost of Rs. 58.65 lakhs. Primary education will be made available for all children of the age group 6 to 14 years. Fifty Primary schools will be converted into Basic schools. In addition 15 Multi-purpose schools for the boys and 15 High schools for the girls will be started. There will also be an Intermediate Arts College with an enrolment of 200 students. The existing Schools of Arts and Crafts will be converted into a Junior Technical School which will later become a full-fledged Polytechnic of the diploma standard. A Training College for teachers, capable of training 30 students per year, will begin to function during the Plan period. The activities relating to Physical education and supply of mid-day meals will be further expanded. A scheme for Social education to provide for activities like library service, Janata Colleges, Audio-Visual education, etc., will also be initiated. To create facilities for Higher, General as well as Technical education in the State, and to train men to take up technical posts in the State, it is proposed to work a scheme of scholarships to enable the deserving students to prosecute their studies at Indian universities and Higher Technical and Professional institutions in India and abroad.

* * *

Education Exhibition

Like the failure to secure literacy in the absence of suitably graded books is the failure to educate in the conception and use of toys in the absence of suitable toys for various ages. Exhibitions are however a healthy sign of our desire to face our defects and our intention to remedy gaps, on the right lines in a democratic manner.

Uttar Pradesh has made a small beginning on constructive lines by organising two exhibitions on the place of toys in the life of a young child.

The Government Central Pedagogical Institute, Allahabad, organised an exhibition depicting the Gupta period. It is a good thing to acquaint the young with our ancient period in a genuine and tasteful style and the more the three-dimensional exhibits are used the more enduring is the impression left on the child mind.

The second exhibition was organised by the Department of Education at Lucknow in February. The catalogue of pictures of the international exhibits indicates toys that children may fondle with care and affection or play with in complete abandonment to them. India's toys have still to gain that flexibility, beauty and strength for enjoyment. In order to encourage healthy child play they should bear less of the delicate ornamental look.

This is precisely what the guides, put out on the occasion for parents and teachers by the Bureau of Psychology, recommend.

To carry forward the stimulating process set in motion by such exhibitions, it may be worthwhile to establish projects in toy-making and perhaps to combine it with children's furniture-making. With the help of those

who already have some experience in the field, some time ago Bombay could claim at least two expert shops in this vocation. In time progress could be made in the art of toy-making and children's furniture-making that would be stimulating entertainment for children and occupation for adults.

At the request of the Ministry of Education, the Sahitya Akademi has undertaken to organise an exhibition of books published in Indian languages on a variety of subjects including the Humanities, Religion and Literature, Science, Medicine and Technology etc. The idea is to show how far good literature is available in Indian languages on all branches of knowledge necessary for the education of modern man. The exhibition is proposed to be opened in October, 1956.

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Encouragement to Music, Dance and Drama

Till now, the schools for Music, Dance and Drama in *Bombay* State were only recognised by the Education Department and no grants were paid to them. During the quarter ending March 1956, however, a decision was taken to pay grants-in-aid to those schools. Accordingly, grants-in-aid amounting to about Rs. 7,000 were paid to some 15 institutions that fulfilled the terms and conditions as laid down by the Government.

* * *

Higher Education

During the quarter under report, the Government of *Bihar* sanctioned the establishment of an institute for post-graduate studies and research in Jain and Prakrit Learning at Vaisali in the Muzaffarpur district. An amount of Rs. 51,400 recurring and Rs. 500,000 non-recurring has been set aside for this purpose.

The Committee appointed by the *Mysore* University Council to make recommendations for the re-organisation of courses of study in the University, has suggested a pre-university course of one year for students before entering the University.

The Committee has adopted the broad pattern of eight years integrated Basic Primary, four years Secondary and three years B. A., and B. Sc.,courses. Eventually, the pre-University class will be handed over to the Department of Public Instruction and will become the Higher Secondary class.

There will also be a pre-Professional course of one year's duration for students intending to read medicine and engineering.

The committee is now engaged in drawing up courses of study and a scheme for the examinations for the pre-university class and for the three-year course before graduation.

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Secondary Education

The Board of Secondary Education, *Madhya Pradesh* has appointed a Committee for grading non-government Secondary schools in the State. The committee will tour various areas of the State to observe their working with a view to grading them into 'A' 'B' and 'C' categories. This will enable the Government to improve the standard of non-government institutions and also help them in their future programme of converting non-government schools into Multi-purpose Higher Secondary schools.

* * *

Social Education

During the quarter under report, the Social education programme in the *Coorg* State included (1) the exhibition of 30 film shows in different parts of the State ; (2) the organisation of 68 propaganda section on enlarging and useful topics and (3) the opening of four Adult Literacy Classes with an enrolment of 95 illiterate adults. Besides a number of rural entertainment programmes, including the recitation of folk-songs, *Harikathas* etc., were organised during the quarter.

The Department of Education, *Pepsu* has planned to set up a Central Public Library at Patiala, with branches at District Head-

quarters and a mobile Library service for villages. The scheme is in its final stage of execution. The building for the Central Public Library estimated to cost over six lakhs of rupees is nearing completion. It provides a Hall for cultural activities and also has a Children's Section and a spacious Auditorium. Over 10,000 books at a cost of over Rs. 75,000/- have already been purchased for the library which is expected to start functioning very soon.

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Social (Adult) Education

During the period under report, two training camps for imparting training to Social education workers and teachers of West Bengal were held—one at Habra, District 24-Parganas, under the auspices of the West Bengal Adult Education Association and the other in the Banipur Post-Graduate Basic Training College, District 24-Parganas. The State Government provided a sum of Rs. 9,000/- for each of these camps. The duration of the camps was one month and a half.

A Literary Workshop for neo-literates was held at *Banipur* for a period of six weeks. The author-participants, 20 in number, were given training in the technique of writing books for neo-literates through lectures, talks, discussions and practical work. Twenty booklets were prepared in this Workshop. These were tested in neo-literate groups and have since been printed. The Government sanctioned a sum of Rs. 11,000/- for the purpose.

A scheme for establishing a State Central Library has also been sanctioned. Four new District Libraries and two new School-cum Community Centres were set up, thereby raising the number of District Libraries to 17 and of School-cum Community Centres to 16.

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The British Council

Since the British Council began its work in India in 1948, it has opened three libraries, one at Agra, later moved to Bombay, followed by others at Calcutta and Madras. Each of the libraries so far established contains from ten to twelve thousand books, has a membership of between two and three thousand readers, and lends seventy to hundred thousand books for home reading in a year.

The Council is now proposing to open a library at New Delhi for which a book-stock is already being built up. It will be declared open to the public after some months.

This new library is to be designed primarily for those who require to use books for some specific study rather than those who merely wish for "something to read." The books are being selected with the definite purpose of providing the best available at the present time in the arts, humanities, sciences, technology and the professional subjects. The book-stock will be as representative as possible in sociology, education, science and medicine. English literature and history will also be represented, and this section will include both the classics and the most modern works in contemporary studies.

For the present the library will be for reference only, and readers will not be able to borrow books except by special arrangement, until a fully representative collection has been built up.

* * *

Unemployment among the Educated

Taking "educated persons" to mean all those who have completed the school final stage, the study group on Educated Unemployed set up by the Planning Commission in September, 1955 have estimated that the number of such persons in the country in 1955 was about 50.99 lakhs. Out of this number those unemployed were in the neighbourhood of 5.5 lakhs.

The problem to be faced during the next five years, therefore, relates to the provision of 5.5 lakhs jobs for the back-log of unemployed as well as for the new entrants into the educated labour force whose number is estimated to be of the order of 14.5 lakhs, thus making a total of 20 lakhs jobs.

It has been estimated that schemes proposed under the second Five-Year Plan will provide, for educated persons, 1,000,000 jobs in the public sector and 2,00,000 jobs in the private sector. Further, an additional 2,40,000 jobs are expected to fall vacant owing to retirements. This reduces the balance to 5,60,000 jobs which require to be provided for. In addition, allowance has to be made for persons who are below matriculation standard but are competing and getting positions which have been considered as being filled by matriculates.

The special schemes recommended by the Study Group to reduce unemployment among the educated include the establishment of (1) Work and Orientation Camps ; (2) Co-operative organisation of production, distribution, marketing, etc. in the small industries and allied sectors ; (3) Goods transport services ; and (4) Small-scale industries and service industries on modern lines.

Suggestions made for the removal of 'frustration' among educated persons include : (i) Establishment of hostels in the larger cities to provide accommodation and board for brief periods for employment seekers ; (ii) Improvement in the method of recruitment to Government posts at Junior levels ; and (iii) Establishment of university employment bureaus.

In addition to the above measures, the Study Group has also recommended long-term remedies. These include training for productive employment, vocational guidance of young persons and a detailed examination, on a continuing basis, of the problem of out-turn of educated and trained persons *vis-a-vis* the demand for them in the economy in its regional occupational and other important aspects.

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Vocational Guidance

During the period under report, an Educational and Vocational Guidance Bureau was set up in *Bihar*. The purpose of the Bureau will be to guide school students in the selection of their careers.

Under the auspices of the Bureau of Educational and Vocational Guidance, *Orissa*, a conference on educational and vocational guidance was held in March this year. A large number of Headmasters and Inspectors of Schools of the State attended the conference.

The subjects that came up for discussion included, among other things : (1) organisation of guidance services ; (2) the Career Master—his job and training : and (3) the role of Headmaster in Educational and Vocational guidance.

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A short course of training for the Career Masters of the proposed multipurpose schools in *West Bengal*, was introduced under the auspices of the Department of Extension Services attached to the David Hare Training College, Calcutta. The course included theoretical-cum-practical work in the following areas : (i) Orientation, (ii) Pupil Data, (iii) Relevant Statistics, (iv) Guidance Schedule, (v) Occupational Information and Training facilities and (vi) Interview and Counselling.

Thirty-six teachers from different schools of Calcutta and its suburbs attended the course.

THE FOREIGN SCENE

Combination of School-Work and Community Service

The newly established High school in the Philippine town of Bayambong—a project run jointly by Unesco and the Philippine educators—has successfully adapted class-work to community service. Four times last year, a party of about 50 boys and girls set off on an expedition to surrounding villages to do social work. On arrival, they divided themselves into three groups. One group of boys, armed with syringes, went round the local farms, demonstrating the right way of vaccinating livestock. The other group of girls moved into homes where groups of housewives collected for lessons in sewing, crocheting and nutrition. And

the third group, consisting mainly of science students set up microscopes with a view to giving the villagers a close-up view of the difference between pure and polluted water.

In addition to the community service work, the students have set up an ' earn-while-you-learn" system complete with placement office so that boys and girls in school could work after school hours.

The High school is a part of the national community school development centre at Bayambong where teachers are trained for posts in the Philippine Community schools, that is, schools in which classwork is adapted to improve the living standards of the villages where they are located.

* * *

Columbia Night School for Engineers

Columbia University will tap the vast adult force of the New York City to help overcome the shortage of engineers in the nation's industries. Even non-high school graduates able to pass qualifying tests, will be accepted in the new programme of night studies beginning this year.

This will mark the first time in Columbia that workers holding full-time jobs have been allowed to study for the Bachelor of Science degree in industrial and management engineering after working hours.

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Campaign to Fight Illiteracy in Latin America

A large-scale campaign to wipe out illiteracy in 20 Latin American Republics was recently launched by the organisation of American States. About 100,000 reading centres for neo-literates of all ages will be set up as part of the programme.

Bolivia and Ecuador—the two latest additions to the campaign—have undertaken to establish "popular libraries" in 1,500 communities using books specially prepared by the fundamental educational brochure of the Pan American Union. The same literature has already been supplied to libraries of textbooks for use in 3000 centres, being set up in Costa Rica and Nicaragua.

* * *

Degree Course in Recreation

Sixty-five colleges and universities in 27 States of America now offer undergraduate degrees based on major study in Recreation Leadership, according to the National Recreation Association. Over half of these colleges also offer a graduate degree in Recreation.

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Education Through Recreation

"Snow classes" for city school children, started two years ago in France, have proved so successful that the French Ministry of Education and local authorities are including more and more children in this venture each year.

The experiment consists in financing a stay in the mountains during the winter months of whole classes of children from city schools. The Ministry of Education and local authorities contribute the major part of the cost, the parents providing the rest. A number of needy pupils who have proved their merit are awarded grants covering the total expense. Accompanied by their teachers, the children receive normal instruction during the morning and are given skiing lessons in the afternoon by local instructors. A short period of homework during the evening is followed by games and a long night's sleep. The teachers have reported a striking improvement in both the work and the morale of the children on their return.

Last year the experiment was extended to give young workers from four French cities—Paris, Lills, Alxen-Provence and Toulouse—a winter sporting holiday. Subsidised by the Ministry of Education, these holidays were offered to young men and women between the ages of 18 and 25 who had shown ability in sports, educational activities, youth movements or organising holiday camps. The results proved so encouraging that, this year, "holidays in the snow" are being offered to young workers from all parts of France.

For a number of Paris school children English lessons are a highlight of their studies. Twice a month these lessons consist of a visit to a Paris cinema to see an English or American film in the original language version, chosen for its literary, cultural or historical values. The film is discussed in class beforehand, and after the show the children are asked to write about it for their home work. Prizes are offered at the following cinema session for the best essays.

This new method of language teaching instituted by the Cine-Club of Language Teachers in the Paris area, has the unanimous support of the pupils, whose knowledge of the United States and Britain, as well as of the language, has benefitted considerably. The small fee less than one shilling (15 cents) charged for each film-show last year enabled the Cine-Club to award five travel grants to pupils for a visit to England during the vacation.

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Higher Technical Education in China

The reorganisation and nationalisation of education in China, that began in the summer of 1952, has considerably changed the form and size of Higher Technical education in this country. In 1952, there were 1,55,000 students receiving Higher education. By 1957, according to the original provisions of the first Five-Year Plan, there will be 4,34,600 students studying in 208 universities and colleges.

Besides this increase in student enrolment, a thorough change has been made in courses and curricula as also in teaching methods and material. To speed up training methods lowering standards, many subjects have been broken down into specialities. Engineering students machine—building departments for example, may take one of the five "Specialities"—founding and founding equipment, forging and rolling machinery, metal cutting, machine tools and machine manufacture, welding and welding equipment and heat treatment of metals and its equipment.

So, too, change has taken place in teaching material and methods. In the early 1936's, for instance, graduates of the former Piyang University were asked to repair a wooden bridge across a river near their college. They could not do it because they had only been instructed in the building of steel bridges and at that only with American Structural steel because they had not been taught to use any other kind. Now courses are geared to the needs of planned national reconstruction. Students do not limit themselves to classroom and laboratory. Civil engineering trainees spend two weeks on a construction site during their second year of study to acquire a general understanding of building construction for civil and industrial use; or they may go to factories producing construction materials. In their third year, they have a period of eight weeks' job. In their fourth, they go out eight or nine weeks as assistants to qualified civil engineers working in the field. Before their finals they spend another eight weeks gathering data for their graduation theses. Agricultural students go to rural research studies and State farms, and the engineering students to factories.

* * *

Home Classes for Handicapped Children

According to a recent announcement from the Argentine, children suffering from organic troubles or physical handicaps preventing them from attending school will henceforth be entitled to free lessons at home. Teams of educators specialised in this kind of work have been formed for their benefit in all the large towns of the Argentine.

* * *

Map of Mars

A photographic map of Mars, which may reveal new facts about the topography of that planet, is to be prepared by the observatory of Agassiz, belonging to Harvard University in the United States. The map will be made by means of radar beams projected over the entire surface of Mars and reflected on to a screen, the results being photographed by the observatory's radio telescope.

Exact observation of the disc of Mars is difficult, not only because of its relatively great distance from the earth, but also owing to the light being affected by properties in the earth's atmosphere. The radar beams, however, will pierce this atmospheric barrier, and should give astronomers much more

precise knowledge of Mars' natural features such as mountains and valleys.

* * *

Music in Education

A Seminar on the Role of Music in Education will be held from 24th May to 2nd June 1956, at the Conservatorium of Music, University of Melbourne.

The seminar, which is being arranged by the Australian Unesco Committee for Music as a follow-up to the international Seminar on Music in Education, held in Brussels in 1953, will work through three committees—Music in Education, the Training of the Practising Musician, and the Enjoyment of Music. Invitations to attend the seminar are being issued to interested individuals and organisations in all states. An exhibition of music scores and books is being arranged and it is expected that special concerts will be held to coincide with the seminar.

* * *

News from Mexico

School cooperatives are making steady progress in Mexico. A recent report states that they now number 1,500 with a total membership of about 167,000. During the past financial year, they distributed a surplus of $ 293,000 to schools and social welfare schemes.

School cooperatives were first started in Mexico in 1926 to provide teaching materials and undertake work in the social field. One of the early societies, run jointly by pupils and teachers, started a school bakery, which now supplies 17,000 loaves a day to welfare institutions. Others have established school workshops for shoe-making, carpentry, dressmaking etc. These services not only meet the needs of schools and welfare organisations but also play an important part in teaching useful trades to the younger generation.

Since October 1954, some 50 university mission teams of Mexican undergaduates have been taking part in a public education campaign organised in the towns and villages of the states of Tlaxcala, Puebla and Mexico.

Through their efforts five public libraries have been opened and hygiene committees have been formed in seven districts. The students who carry out their "missions" on Sundays so as not to interfere with their normal studies, have also given talks and theatrical performances, organised song and dance meetings and shown 150 educational films to audiences in small communities.

* * *

Secondary Education Board

Enrolment in Brazil's Secondary schools has tripled over the last fifteen years. In 1954, the total number of boys and girls attending these schools was 535,775, as against 170,057 in 1940. This represents an average increase of 26,000 pupils a year and corresponds to a development five times as rapid as that of the overall population increase. During the same period (1940–1954) the number of Secondary schools rose from 521 to 2,485.

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Today's High school leavers in the United States are better educated than those of a dozen years ago, according to the findings of a comprehensivo survey made public in March this year.

The standard was the general educational development tests that have been used during the last dozen years to see if a person has the equipment of a High school education. About 39,000 High school seniors drawn from 814 High schools were united, during the last two months of their school, in five major academic subjects: English, Mathematics, Social Studies, Natural Sciences and Literary Materials.

The results of these tests were compared with the findings of a seminar survey conducted in 1943 when 35,000 High school seniors from 814 schools were tested. To the surprise of many, the 1955 study found that the most improvement during 1943–55 was in Mathematics; the least in Social Studies. On the whole the tests indicate that the High schools are doing a significantly better job of education in 1955 than they were doing in 1943. On a scale of 100, the average has gone up by five points.

* * *

U.S.S.R.

Great success has been recorded in the sphere of Secondary education in the U.S.S.R. during the past three years (1953-1955). As for the future, plans are afoot for the introduction of a universal Secondary ten-year education, initially in the larger cities of the country but ultimately by 1960, throughout the Soviet Union.

Two types of Secondary schools exist in the U.S.S.R. (1) Ordinary Secondary schools that offer a ten-year course of general education : and (2) Vocational Secondary schools that admit pupils who have completed a seven-year course of general education and train them in four years to become junior specialists in various branches of national economy and culture. The local authorities in towns and villages see to it that the children of all nationalities of the U.S S.R. having reached the age of seven obligatorily start school and do not drop it until they have completed the seven-year course, after which they may either pass (without examination) to the eighth form of the ordinary Secondary schools or, after passing an examination, may enter a Vocational Secondary school having a four-year course. Both the ordinary and the Vocational Secondary schools are co-educational.

For the young people up to the age of 25 working in factories and fields, there exist schools for young workers in towns and schools for rural youth in villages. In these schools young people of both sexes receive a general seven-year or ten-year education in their own farm houses.

The characteristic feature of the ordinary Secondary schools since 1953 has been the gradual introduction of the polytechnical subjects in the new curricula. The courses in Mathematics, Physics, Chemistry, Biology, Economics, Geography and Mechanical Drawing are closely linked with practical life without, however, interfering with the systematic course or the mental basis of the subject. In the process of polytechnical education the pupil becomes acquainted with the application of the fundamentals of these schemes to industry and agriculture.

* * *

World Campaign for Museums

Unesco is organising this year a world-wide campaign to draw public attention to the role played by museums in the life of the community. The national, regional and local authorities of the member-states have undertaken to plan special exhibits, while newspaper articles and radio programmes will draw attention to particularly interesting collections, the role of museums as a means of public education and their contribution to international understanding.

As part of the campaign, Unesco has announced a competition for school children (between the ages of six and 18) who will be asked to depict their impressions after a visit to a museum. The drawings will be judged by an international jury, and a selection of the best entries will be exhibited at Paris at Unesco House, in Switzerland and New Delhi during Unesco's Ninth General Conference.

Professor Kabir's Lectures at London and Oxford

Professor Humayun Kabir, M.P.,—formerly Secretary to the Government of India, Ministry of Education and Chairman, University Grants Commission—delivered two special university lectures on "Reconstruction of Education in India" at the Institute of Education, London University, on April 27 and April 30 respectively.

Professor Kabir began his first lecture by giving a brief summary of the enormous expansion in education which had taken place since India became free. The Constitution, Prof. Kabir said, had laid down that every endeavour should be made to provide universal compulsory education for all children up to the age of 14 by 1960. This target seemed difficult to achieve ; nevertheless, he said, "the progress which has been made can be described as phenomenal." He added : "Against approximately 14 million children of 6 to 11, who were receiving schooling in 1947, about 24 million were attending school in 1956.

Explaining the Concept of Basic education, Prof. Kabir said that the essence of Basic education is that education for the child will be imparted through a craft, with which the child is already familiar. Most modern educationists have accepted the principle of activity as an essential condition for the success of schools. Gandhiji wanted that this activity should be socially useful and purposive. The original motivation may have been economic, but once the system of Basic education was worked out in detail, added Prof. Kabir, it was found that its educational advantages were so great that it deserved to replace the prevailing system on purely educational grounds.

In his second special University lecture on Secondary education Prof. Humayun Kabir said for various reasons reconstruction of Secondary education has become an issue of even greater importance than the reconstruction of Elementary education, for it has been remarkable for its monotonous insistence on purely academic subjects. Prof. Kabir added, one of the most significant developments in the field of Secondary education in India in recent years has been the insistence on the establishment of Multipurpose schools, which intended to bring the education nearer to life by the provision of a diversity of courses within the same school. Another measure intended to achieve the same result, said Mr. Kabir, is the re-construction of the syllabus in which a number of core subjects will be common to all pupils regardless of the particular course they may select.

The key to any educational reconstruction, Prof. Kabir stressed, is the Teacher. Unfortunately, however, the position of the teacher has for various reasons suffered in India in the recent past. It is a hopeful sign, Mr. Kabir said, that in recent years and especially in the last two or three years, there is growing social recognition of this fact. Measures have been adopted to increase the teacher's sense of self-respect. Special functions have been organised by the State to honour them.

At the Indian Institute, Oxford, Prof. Kabir delivered two special University lectures on May 1 and May 2 ; the subjects, respectively, were "Indian Educational Philosophy", and "Some Trends in Indian Education."

Mr. Kabir remarked : "If we want to find out what is the educational philosophy of a people, we must try to find what are the ideals which it has placed before itself and the values it considers worthy of human pursuit". In India, he added, the aim of education was to train individuals who could through such training, achieve self-realization. In attaining this end, added Prof. Kabir, the ancient Indian philosophy of education laid down that man must fully develop his many-sided nature. He said : "There is a popular belief about the Indian outlook that it is exclusively other worldly and ascetic. This is not true, and education did not mean a movement away from the world. In fact, there is repeated insistance on satisfying the physical needs, the emotional needs, the intellectual needs and, finally, the spiritual needs of man".

Delivering the second special University lecture, Prof. Humayun Kabir said in discussing recent trends in educational thinking in India, what struck one most was that the values defined in ancient days are still a living influence on contemporary Indian education, thought, and practice. He then gave a brief survey of changes in practice and concurrent changes in thought that had taken place since the advent of Islam. The impact of Europeans, added Mr. Kabir, continually deepened from the middle of the 18th century, has also had far-reaching effects on educational practice but as these systems of education flowed in parallel streams, the effect on Indian educational thinking has not been as deep or extensive as one could have wished.

Prof. Kabir added : "Raja Rammohan Roy in the early years of the 19th century was one of the pioneers of Western education in India and as an eclectic he had no hesitation in borrowing from both East and West. It is, however, with Rabindranath Tagore that we have a systematic philosophy of education which seeks to

integrate values from different regions into an articulated whole, adapted to conform to local needs. As in ancient India, he also placed the greatest stress on the all-round development of the personality. Mahatma Gandhi shared Tagore's basic idea of education and held with even greater strength, that education must be rooted in the life of the community. His insistance on a craft as the medium of instruction at the elementary and higher levels was due not to economic conditions alone but to his realisation that it was only through social cooperation that the individual can best express himself."

The New Era in Education. I. L. KANDEL. London, Harrap. 1955 pp. 388 21s.

THIS book, which Professor Kandel calls "a comparative study" of its subject, combines description and prescription in a disappointingly diffuse and prolix manner. Its most evident purpose is to survey recent educational developments in the "industrilized democracies" of Britain, France and the United States, with the U. S. S. R. serving as a sort of totalitarian foil or "backdrop".

In the chapters which are devoted to this survey, Professor Kandel notes and illustrates a number of problems, tendencies, and policies which have in varying degree marked Western democratic education since the first world war and which have become more prominent since World War Two. Yet even these descriptive chapters are full of starts and lapses, undistinguished quotations, and rather uncritical *obiter dicta.* This reader was tantalized by the half-raised and half-answered questions of policy which are scattered through Professor Kandel's pages. If, as the author argues, democratic respect for the individual requires decentralization of education, why are the French, educated in the most centralised of system, at least as individualistic as the Americans ? If the comprehensive High school has failed in the U. S. A., both educationally and as social "leavener", as Professor Kandel believes it has, should not this failure teach the democracies to restrict and sharpen their present conception of what schooling is and what it may be expected to accomplish as an instrument of social improvement ?

Or is Professor Kandel's "new era" simply a period in which "increase" will be equated with "improvement" and concern for standards and individual quality will be overwhelmed in the fulfilling of numerical "targets"? Not quite. There is evidence that the English are maintaining high standards in their grammar schools, that the Americans have discovered the gifted child, and that the French have not yet abandoned the liberal arts in favour of social adjustment.

The new era, then, despite the impression one gets at times in this book, may not be unidirectional, nor has democracy yielded up all of its valid implications for education. A book which dealt directly and systematically with the questions which are only incidentally taken up by Professor Kandel would in the end have characterised the present era more usefully than this "comparative study", for all its length and documentation, manages to do.

F. C. WARD

World Su vey of Education—Handbook of Educational Organisation and Statistics. U.N.E.S.C.O. 1955. pp. 943. £4-4s.

THE right to free and compulsory Education for everyone was given pride of

place in the Universal Declaration of Human Rights adopted by the Third Session of the U.N. General Assembly on December 19, 1948. Six years later, and not a day too soon comes this "Situation Report" from UNESCO. It makes us search our hearts and creates a disturbing awareness of the long way we have to travel to reach our ideal. It lays bare the gigantic task ahead of the national and international leaders of Education and it is from this angle that the survey needs to be studied.

The production runs into nearly a thousand pages of well-documented information. One part of it, the bulk of the survey, is descriptive. There is an account, at some length, of the system of Education—as also the strides made in the period 1950–54—in nearly 200 countries of the world. There is a uniformity in the way the facts are unfolded that should be of help to those interested in the study and interpretation of educational practices in different cultural contexts.

The second part is analytical and here we come to grips with the wide divergencies among the 200 countries in educational systems and achievement. Sweden, American Soama, Cook Island N(2) Belgium and France have a minimum of illiteracy while Mozambique (Port) Somaliland (Italian) and Somaliland Protectorate (U.K.), we note, are practically benighted, with illiteracy figures rising as high as 90% and even more. Equally glaring are the disparities in Primary, Secondary and Higher education. A generalisation attempted on a global scale on the basis of the facts and figures given in the survey is still more revealing. Let us look, for instance, at the literacy front. A reasonable estimate shows that half the population of the world still cannot read and write. The survey shows that in the fields of Primary and Higher education out of every ten children in the world, five do not go to school at all. Four get through the Primary stage and only one ever attains a higher level of instruction.

The survey deals with other matters of moment—the child population of the world, school enrolment, relation of Primary to Secondary schools, Pupil-Teacher ratio, education of girls, size of classes etc.—instructively and inquiringly.

This is a monumental piece of work. Men and women assembling in international educational gatherings, to whom this publication is a 'must', will find themselves enriched by this wealth of significant detail, thoughtfully compiled. They will be heartened to know that this very useful document is to be a triennial feature.

It would seem ungracious to pick holes both with the price (around Rs. 60/–) and size of this production, although they are bound to shake and scare away the average reader interested in educational matters. Very probably this cannot be helped. But it seems difficult to resist the temptation to wish that off-prints of the first three chapters of this survey could be produced to a low price and as a separate publication.

N.K. SUNDARAM

Thoughts on University Education
S.R. DONGERKERY-Popular Book Depot, Bombay, 1955. pp. 170. Rs. 6/12/-.

IT is said that the modern age is both exact and exacting and the cold light of logic is exploding many old myths and removing the cobwebs of superstition, dogma and narrow-mindedness. With the advance of scientific knowledge, old theories are being tested in the crucibles of modern and up-to-date laboratories. Mankind is on the march while the race for new discoveries and inventions, with potentialities for good and evil, goes on merrily. It is no wonder, therefore, that the minds of discerning men should be focussed on the various facets of education and more so on University education which represents in its widest sense, the culminating factor in the education of a human being from infancy to youth.

Problems relating to University Education have come to the fore in recent years. These have been discussed in detail in the Report of the University Education Commi-

ssion. Those relating to salaries of teachers and student discipline have, in a way, helped to rivet attention upon Universities. The discussions in our Parliament on the University Grants Commission Bill (which has now become an Act) have also proved of immense value in weighing the factor of autonomy of Universities in the scales against finance. The press and platform have provided valuable forums for expression of opinion on several topics connected with the subject and viewed against this background Shri S.R. Dongerkery's "Thoughts on University Education" provides interesting food for thought—in fact, a certain amount of rethinking. In this volume the author has brought together a number of his writings and broadcast talks on a wide range of subjects covering topics such as post-graduate studies and research in India, maintenance of University standards, vocational training, admission and selection of students, universities and leadership, academic freedom, migration of students, Universities and adult education, human values in education and the language problems in India. His long association with one of the leading Indian Universities, coupled with his visits to Universities in the United Kingdom, on the Continent and in the United States of America, has helped him to deal with the subject with some authority.

Some further developments have taken place since Shri Dongerkery wrote the volume in question. The University Grants Commission was set up in November, 1953 to assess the financial needs of the Universities and to ensure proper maintenance of standards and coordination of facilities available in the different Universities. The Commission has tackled various problems and with its being placed on statutory footing before long it will no doubt engage itself more effectively and find solutions for these problems. The main problem confronting the youth of the country is that of discipline as only a disciplined mind can imbibe the true virtues of scholarship. Side by side we have to raise the social and economic stature of the teachers so that they are able to inspire respect in the taught. Only when the teachers are restored to the high pedestal of self-esteem and veneration can we hope to achieve a measure of success in the domain of discipline amongst our youths in the universities. We have to re-orientate education by providing diversified courses and general education courses, we have to build up libraries and laboratories, we have to provide hostel facilities for students particularly for those residing in metropolitan cities, we have to provide healthy outlets for the energies of our youths by organising youth festivals, seminars etc., we have to ensure a harmonious development of mind and body in the adolescent stage, and above all, we have to instil a spirit of toleration and reverence so that the educated mind is able to face the problems of life with full confidence and courage. All this requires finance which cannot be unlimited but within the framework of whatever is available we have to do the best.

This book by Shri Dongerkery is an admirable attempt to bring out and to highlight the several problems confronting University education. It should be welcomed by all who are deeply concerned about the future of universities not only in this country but also in other parts of the world.

T. S. BHATIA

A History of the Working Men's College. 1854-1954. J.F.C. HARRISION-Routledge & Kegan Paul, London, 1954. pp. 215. 16s.

A CENTENARY is a great event whether in the life of an Institution or of a Nation. It gives an opportunity for a backward look and for an estimation of the experiences of a long period of time. It is also an opportunity for a look into the future and for plans for improvement and applying the lessons learnt in the past. It is an occasion for joy in that a hundred years is a long period in human terms and the survival of an Institution through such a long period of time is a matter for gratification.

The Working Men's College in London celebrated its centenary in 1954 and the opportunity was used to write a history of that Institution. The College was founded

in 1854 by F.D, Maurice and a number of his associates. The College owed its beginning to earlier efforts under the influence of the Chartist movement and the Christian Socialists to deal with the social problems that had arisen with the rapid industrial advancement of England. All but one of the founders of the College were Christian Socialists and a considerable number of the original Students were Chartists. The working Men's College was a practical application of the idea of Associationism and cooperation.

The object of the College was not to give professional training to working men but rather to provide cultural and human studies to these men. In fact the name 'College' was chosen for this Institution because, in the words of the first Circular of 1854, "It implies a Society for fellow work, a Society of which teachers and learners are equally members, a Society in which men are not held together by the bond of buying and selling, a Society in which they meet not as belonging to a class or a caste, but as having a common life which God has given them and which He will cultivate in them".

The founders of the new Institution stressed the need for religious education in the College and also the need for distinctive aims and objects in teaching an adult as compared to the teaching of a boy. One of the most valuable things that the reader of *A History of the Working Men's College* may learn from it is the search after the right principles of Adult education which was part of the continual concern of the College. Many of the insights gained in this College could be applied usefully to situations connected with Adult education anywhere else.

The College brought into association several persons who were already, or later became famous. Amongst those who taught at the College were Ruskin, Rosetti, Tom Hughes, Kingsley and others. The College had its share of problems in the form of conflict of personalities, differences of opinion and the vicissitudes that are part of all human institutions. The death of F. D. Maurice in 1872 was one of the crises through which the College passed. The two world wars brought problems to the College as to all other institutions in England.

A number of other institutions with somewhat similar aims and purposes have developed in London and in provincial towns. But, as the author tells us, without exceptions they have gradually lost their distinctive character and have approximated more closely to other forms of Adult education. The Working Men's College has preserved its original character and remains a self-contained institution because it has found an answer to the question of how a voluntary body is to retain its financial independence.

All students of Education generally, and of Adult education in particular, would benefit from a reading of this book. It throws an interesting light upon the many subtle problems connected with the educational process and while it may not answer all the questions that constantly arise in the educationist's mind it will certainly help him to think more clearly about many of them.

S. MATHAI

The Art of Teaching English as a Living Language I. MORRIS. Macmillan & Co. London. pp 170.

PROOF of the rapidly increasing interest in the problems of teaching English as a foreign language is the number of books constantly appearing which have some bearing on the subject—both actual text books for classroom use and books on theory and practice intended for the teacher.

An earlier book by I. Morris, "*The Teaching of English as a Second Language*". is already well known in India and is to be found in the hands of most training college students. The present volume may be looked upon as essentially a new and very much improved, edition of the previous book. Some signifi-

cance must be attached to the author's introduction into his title of expressions "part" and "living", and in fact he is at some pains to point out in his introduction that while the application of scientific methods to the analysis of language has produced useful results, nevertheless the instructor requires to be, not a scientist, but an artist. His insistence upon the "living" nature of English leads him to support the view that it is best approached through the spoken word, although he also insists upon the necessity for paying due attention to other aspects of English.

Morris devotes considerable attention to the skills which are normally held up as objectives in a language course—understanding what is heard, understanding what is read, expressing ideas in speech and expressing ideas in writing—and is of the opinion that oral methods are best calculated to produce good results in each of these fields, although he firmly insists that the four activities are related and should be developed concurrently. He points out of that quite often there is a shift of emphasis from year to year as a student progresses, and that too often laudable objectives are sacrificed to the over-riding importance of final examinations. This is, of course, particularly true in High School English courses in India, where the final year is often devoted entirely to the mastery of the inner mysteries of English grammar in preparation for the S.S.C.

In a chapter devoted to "Vocabulary", the author describes the various efforts made in the past to build up selected lists of words for use by students of foreign languages, and points out the objection to such compilations as the Interim Report on Vocabulary Selection and to Basic English, which is essentially an approach to English based on vocabulary selection. Morris rightly stresses the fact that the value of words for the foreign students of a language derives from the relative importance of the concepts to which the word is linked. He classifies words from this point of view in three main categories—Concrete, Abstract, Structural—and advocates the preparation of word lists for the various stages of learning which include a due proportion of items from each category.

In a most useful chapter devoted to Grammar, the author analyses the difference between the classical and the modern approaches to the subject, and is at some pains to point out the virtues of both. His references to the rigidity of the classical tradition, which based English grammar on Latin, considered the written language as the foundation of grammar, and interpreted rules as linguistic laws, might well be taken to heart by writers of textbooks and examiners in India, who too frequently adhere closely to this tradition, with consequent dire effects upon teaching.

Perhaps the most valuable section of the book is that devoted to the speech skill, in which the author presents a very reasonable approach to the vexed problem of teaching by oral methods. In my experience, a great many teachers, fired by missionary zeal, begin their careers as devoted exponents of a Direct Method only to abandon it after a short time, because they believe it does not really work. The reasons for this failure are various, but the most important is usually the teacher's own failure to realise the great necessity for strict control, in the early stages, of vocabulary and grammatical items. As Morris says. if "the pupil is not permitted to get out of his depth he proceeds with confidence and can be expected to give a creditable performance."

A final section of the book offers two schemes for presentation of English as a foreign language; one "for initial experience and practice" and one "for reflective study"; they are in fact syllabuses and deal simply with topics, such as "verb patterns"; without going into any detail. What the author is obviously striving for is structural control, but he seems not to be aware of the research done in this particular field by workers at Ann Arbor, Michigan, and at the Institute of Education in London; research which has greatly influenced the forms of two excellent syllabuses current in India at present, in the States of Madras and Bombay. These syllabuses represent the logical application of the principle of control to the structural features of English with the purpose of evolving a programme which

simplifies the processes of both teaching and learning.

This latest addition to the growing library of literature on the teaching of English as a foreign language is an excellent statement of the modern position. It is only to be regretted that the author has not concerned himself with the actual details of teaching and has not offered reasonable advise on how to deal with the actual method of coping with the material he proposes to introduce into an English course.

J.G. BRUTON

The Progressive School. (Teaching in India Series). W.M. RYBURN. Oxford University Press. 2nd ed. 1955, Bombay. pp. 286. Rs. 4/12/-.

IN this book, which makes interesting reading, Mr. Ryburn shows clearly his masterly understanding of the problems of education. In the main, he dwells upon the aims and the methods of progressive education. As the subtitle suggests the book is primarily intended as a study in methods of education.

The author begins with an impassioned plea for the need of a new spirit in education, one that will enable the development of what he terms, 'the creative mind.' "Our present education" he argues "is too apt to develop in children unthinking types of reaction to various ideas or even to words which represent the ideas, irrespective of all modifying consideration." Imparting mere information alone will hardly suffice if the function of the school is to enable children to face the challenges of modern life. Mr. Ryburn pleads for the inculcation in our pupils of a scientific and creative attitude to life. "The creative mind is essentially one which is free from the bonds of convention from the fetters of habitual practice and custom, from the dead hand of the purely receptive and imitative." It is the task of education to provide for the development of the scientific spirit. This will be possible only if the education of the child is closely connected with his life. Pupils need to live in school and learn and progress through living. This in its turn implies, he contends, firstly, greater freedom for the child, the development of a new authority namely that of 'experience' and 'discovery' and secondly, the provision for a greater measure of activities in schools. There is certainly nothing new about these ideas but they are well stated.

The new approach is hardly possible if mass methods of instruction are employed and the individual is lost sight of in the whole process of education. The author amply illustrates the various methods of teaching that might profitably be employed by teachers who desire to keep this view that pupils are individuals in the forefront. These chapters are by far the most instructive. The merit of the suggestions lie in the fact that they take into consideration the enormous limitations of the Indian scene and are based on the experience the author has had in the field of education in our country. These chapters will be of immense value to teachers who are daily confronted with the problem of making their teaching more effective in the face of large numbers and outmoded syllabus. To give one example Mr. Ryburn discusses elaborately how the Dalton plan can be made to work in our schools giving illustrations of the type of assignments that might be given and of the use that could be made of the 'adjustment room.' It is customary in our country today to set aside progressive recommendations as impracticable. Mr. Ryburn has attempted to answer this criticism by pointing out how well within reach it is to revitalise an educational system through proper methods.

The progressive school can no longer consider itself a unit all by itself without any link with the world around. Mr. Ryburn's chapter on 'School and the Community' is worthy of note for here he depicts how pupils and teachers can launch upon "a voyage of discovery" and make their learning more realistic by a comprehensive survey of the community. Writing about the need for the development of citizenship he depicts in elaborate detail

how self-government can function successfully in schools.

The main defect of the book is that it lacks singleness of purposes towards the end, perhaps because the author has tried to include practically all his views on education. His ideas on handicrafts, including a note on the problem of languages, Basic education and examinations are tacked on to the central theme and appear out of place. Nonetheless, in its practical approach to better methods of teaching, this is a unique contribution, and one that should prove useful to progressive teachers.

A. CHARI

Talimi Khel. ABDUL GHAFFAR MODHOLI Maktaba-i-Jamia Limited, Delhi. pp. 80 As. -/12/-.

THE technique of teaching at the Elementary school level has undergone dramatic changes in the last few decades. Today a Primary school teacher is usually confronted with questions such as how to educate the child through recreation, who to teach him the three R's through simple, easy and automatic methods, how to bring home lessons to the child in an interesting and spontaneous way ?

Mr. Madholi has tried to answer these questions in this small illustrative book. 'Talimi Khel' is a useful guide for teachers of Primary schools where the medium of instruction is Urdu. There appears to be a dearth of such literature in India. Similar books in other regional languages should be welcome.

ABUL HASAN

Report of the Education Association's Sixth National Seminar. 30 Faiz Bazar. Delhi.

THE importance of libraries in the field of Social Education is brought out with conviction in this report. The education of the masses is conceived through the medium of a network of libraries throughout the country. What seems to be most significant about the Seminar is that it brought together experts in the field of Social Education and people intimately connected with libraries. The role of libraries is the fulfilment of the urge to learn what the Social Education Organisations strive to create. The library is the food upon which the literate mind feeds and thrives. It is the lure that leads young and old to learn and to absorb and finally to give their best in the rational, cultural, social and economic development of himself and his fellow men.

As conceived by the Seminar, the structure of libraries has the National Central Library at the apex, branching out into smaller libraries for the States, Districts, Taluks and Tehsils and finally the deposit and delivery stations and travelling libraries in the villages. These libraries would serve a dual function, one direct and the other indirect. They would give a fillip to the peoples' quest for knowledge and literature and at the same time encourage the creation of new literature which could attract and hold the interest of the reading millions.

The new Library would not merely be a drab inanimate collection of reading material available to the equally drab people who came to visit it. As a Community Centre, it would be the life-blood of social and cultural consciousness and activity, pulsating with enthusiasm and disseminating education in the right sense. This naturally calls for Librarians especially trained in this field.

The Seminar has chalked out a scheme for training such Librarians, and the real qualification aimed at is not merely an intimacy with the existing reading material but an urge and a knack to enthuse and guide the people in finding their depths and fulfilling their ambitions. One point that seems to have been overlooked is the importance of attracting men of ability lucratively to the Librarians' posts, a point which has been sadly neglected in our educational system.

Legislation and a Library Commission have been recommended to back up the

movement. Libraries would therefore work in close collaboration with Social Education under the Educational Department. Recommendation to all State Governments has been made to ensure that by the end of the second Five-Year Plan the network of libraries will be functioning efficiently with trained personnel, responsible for servicing not only books but also other reading and audio-visual material. It has also requested the Government of India to supplement the efforts of the State Government in setting up a Training Institute for Librarians and an expert Commission to draw up a model Library Act.

KULSUM SAYANI

Fundamentals of Experimental Psychology W.N. DANDEKAR. School and College Book Stall, Kolhapur. pp. 400. Rs 6.

THE author of this book, has prepared, without any claims to originality, a fairly comprehensive handbook for B.A. students of Experimental Psychology in the State of Bombay. The aim, has however considerably restricted the scope of his treatment of the subject.

Divided into three sections—the first contains a useful discussion of the nature and evaluation of Experimental Psychology. The author has pointed out with careful argument how psychology has gradually been stepping out of the field of speculative science into that of natural science and how its truths are being tested by actual experimentation. Such a discussion is essential in any book of Experimental Psychology in order to give the reader—especially the teacher under training—an insight into the practical value of the findings of experiments in psychology. As a background to the sections that follow, the discussions of the introspective-objective, genetic and comparative methods is relevant but somewhat too brief. While stating the advantages and disadvantages of the experimental method the author could have explained at greater length that though the experimental method is better than the introspective and objective methods and has its own advantages over the genetic and comparative methods, it is not always an unfailing method because human behaviour is not always definitely predictable.

In Section II the book deals in detail with the basis method, educational implication and general value of the experiments which the students are required to conduct for their B.T. and B.Ed. examinations. The value of this Section is enhanced by the actual experience which the author has gathered while guiding the students in the laboratory.

The Section on statistical method and all the topics it contains are dealt with in a precise and clear manner. The diagrams in the section have been drawn with an eye to accuracy and are helpful in giving clarity to the text they illustrate.

Mental tests in the last section have been painstakingly compiled. But the chapter on personality measurement is rather too sketchy. The author seems to have somewhat ignored the fact that recent trends in psychological circles tend more to emphasize the measurement of personality than the measurement of intelligence. In the U. K. specially, the reaction against intelligence testing is quite strong and the U.S.A. has taken long strides in developing a variety of methods for the assessment of personality. This topic, therefore, was deserving of more detailed and up-to-date treatment.

A fair-sized bibliography has been appended to the book. But while going through the contents one comes across snatches of mainly the books by Sandiford, Valentine, Thurston, Ballard and Cattell. There has however, been no plagiarism. This book will prove a good aid to the raw student in helping him to understand and appreciate the works of these experts.

It must be observed that the book suffers from a lack of style and grammatical accuracy. Of course, one might dispense with style in a handbook of this type. But the publishers might profitably have had the manuscript edited before publication. It is a practice in several British and American

Universities to get the theses and dissertations of foreign students checked up for linguistic accuracy before they are considered for publication. This is a practice worthy of emulation by Indian publishers of books written in English.

J.P. NAIK

Elementary Health Science for Tropical Regions. F. DANIEL Oxford University Press, London, pp. 160.

IT is now well recognised that health is a community problem, but this does not mean that the individual should not assume personal responsibility for his health. True, certain aspects of health such as the control of communicable diseases become the responsibility of the community because of the need to protect the uninfected and because it is vital to raise the standard of living by widespread general education and the diffusion of knowledge in regard to sanitation, environment, and the importance of a balanced diet for the individual.

"*Elementary Health Science for Tropical Regions*" emphasises the well known dictum that "Prevention is better than cure," and that illnesses can be avoided if proper care is taken by each person and by the community.

In simple style, the first chapter explains the physiology of different systems, but the important part played by the nervous systems seems to have been almost ignored.

"Your Food" refers to energy-yielding, body-building and protective foods as well as diet planning and lays stress on certain "important foodstuffs" such as milk and milk products, eggs, fish, legumes, especially soya bean, green leafy vegetables, and fruits. Meat, an important source of animal protein, is, however, not mentioned. In food hygiene,cleanliness has been rightly emphasised, but it has not been pointed out that those handling or preparing food should be free from intestinal infections to prevent contamination of food.

Disorders of the various systems, particularly those common in tropical countries e.g., intestinal and other parasitic diseases, have been illustrated and the preventive aspect of these infections has been explained. The author has not taken into consideration the diseases produced by malnutrition or undernutrition, especially those due to lack of protein such as tropical livers, oedema and nutritional anaemia; it should have been recognised that those suffering from faulty nutrition easily fall a prey to other diseases that have been practically eradicated in the more advanced countries. Nor has it been made clear that the above diseases are common in the tropics because of lack of sanitation, proper environment, etc.

The last two Chapters are well written ; the "Conquest of disease," the discovery of micro-organisms, the microscope etc. discusses them in an interesting manner, that will be easily understood by children ; it also includes food preservation, prevention of bacterial disease and disinfection. Public health services on water supply, refuse disposal, control of housing conditions and infectious diseases, includes important information for children. The information should enable them to understand and appreciate the value of public health services and teach them to assume responsibility and cooperate in the health education of the illiterate masses as citizens of tomorrow. It would be particularly useful to publish such books in the various languages of the country ; these should be made available at cheap prices for schools in the more remote urban and rural areas.

S. CHAUDHURI

Education Book Guide. Compiled by THE NATIONAL BOOK LEAGUE. Councils and Education Press Ltd. London, 1956 pp. 110. 12s. 6d.

THE universally acceptable objective of education is to enable children to lead richer, fuller and happier lives. It is not so much teaching, as causing to learn. Books, consequently, are educationally a significant instrument and they provide a rich fare of intellectual stimulation and enjoyment to children. The task of an educator is to

initiate children into the world of books, which may eventually widen their mental horizon and shed on them diverse enriching influences. The teacher is very often handicapped for want of a handy catalogue of books and other contemporary literature bearing on different subjects, which could guide his selection.

Education Book Guide compiled by the National Books League, is, therefore, a welcome contribution to teacher's guides which could be profitably used to stimulate children to pursue their colateral studies more effectively. The publishers have divided the book into different sections under classified heads viz., Primary including infants, 5—7, Juniors 8—11 and Secondary 11—18 for different age-levels. Coverage of the book is comprehensive. It embraces 25 subjects areas, which have social, economic, religious, scientific, technical, vocational and recreational impact, catering for diversified talent and aptitude, both of boys and girls. The actual content is graduated to provide reading material for gifted, normal and retarded children.

It is obviously a concise, handy and useful guide but books included are found to be those either published between January 1 and November 30, 1955 or published only by selected publishers generally through the medium of the English Language. These factors may, to some extent, detract from its utility and universality.

The Education Book Guide is an inducement to other countries to bring out their own consolidated lists of reading material on a similar basis in different national and regional languages. Such ventures will doubtless faciliate the work of all who are associated with the selection, preparation and production of books both for educational institutions and libraries. It would be educationally sound, if the books listed in the Guide could bear a more elaborate and extensive description about their contents, aims and objectives, the distinguishing features of the books and the different educational values which they endeavour to realize.

The book is neat in layout, has legible typography and strong binding. It would perhaps be a more attractive production if the advertisements had been confined to the last pages of the book. Its real usefulness and advantage will depend upon its circulation and, therefore, we would suggest that it should be moderately priced under wide publicity.

K. C. KRISHNAN

Famous Story Tellers ana some of their Tales Retold by E. F. DODD. Oxford University Press, Bombay. pp. 54. As. -/10/-.

Gopal and his Stamps K.N. BROCKWAY (Deepak Supplementary Reader. Series IIIC) Oxford University Press, Bombay. pp. 44. As. -/7/-.

IN this Reader E.F. Dodd has presented Reading material which has enduring as well as appealing qualities. He has hauled eight stories from a net cast over six different countries and retold them in abridged form and simplified structures.

The stories selected are fairy tales—the special delight of children. They have at their core some fundamental truth which has enabled them like great masterpieces to renew their hold on generations.

Although the re-teller has freely adapted these tales from their original versions and related them in a restricted, easy-to-comprehend vocabulary he has succeeded to a great extent in preserving their atmosphere and that delightful air of mystery which blends the unknown with the familiar and delights and captivates the reader.

The brief biographical note at the commencement of the chapter introduces to the child that master craftsman—the Story Teller. A knowledge of his experiences invests the story with a richer and a fuller meaning. The child is afforded an insight into the emotional background that inspired the thoughts and churned the masterpiece e.g. the loveliness and frustration that stalked the early life of Hans Anderson lends

significance to the yearning and pathos in his tale "The Ugly Duckling."

In spite of its narrative appeal, characteristic of national traits and subtleties in thought make this a difficult Reader for Neo-literates e.g., the wit, setting and language in Lewis Carroll's "Alice in Wonderland" is essentially English and presupposes familiarity with finer language skills and shades in thought. A classic suffers in the retelling and these stories have not escaped the malady. A sensitive reader is conscious of a certain straining at expression and the absence of the consummate artistry of the master.

Nevertheless E.F. Dodd has made a laudable attempt to present these children's classics to Indian children at their own level of attainment. It is an achievement to be desired as it provides a Sesame to the delights of world children's literature.

Its narative appeal makes this an interesting Reader for Neo-literate Indian children. It also brings the children into contact with live and interesting characters. It introduces uncommon phrases and unconsciously instils a sense of ethical values.

The second book is likely to attract attention because of the method employed to introduce the chapters. The thematic features of a few selected stamps are spotlighted and the subject matter developed through a flash back technique.

This method of presentation is an intelligent hazard. The literature being linked with the Stamp Collecting hobby arouses curiosity and has an emotional appeal. Its popularity is ensured at the outset.

The material, though vague and topical is of current interest to the children of the age group for whom the R ader is meant and furnishes a modicum of general knowledge.

From the documentary standpoint the book is of small survival value. The topics are arbitrarily selected and loosely knit. Facts lack precision and some arguments are theoretical e.g., in the chapter on "Free India" it is stated that Gandhiji was sad because he could not carry on his work without money and some people refused to give him money because he adopted Lakshmi, the Harijan girl. This statement is frankly unconvincing and perhaps dangerous as it alters the complexion of the Mahatma's character. Again it is stated that Gandhiji was killed because he told men not to fight. This is a conjecture but not a substantiated fact.

Incongruities mar the text in places, e.g. Gopal describes the English ship to an English boy who lives on the 'Maritime Isle'. The book however in some respects serves a useful purpose. It introduces popular scenes and familiar topics. It is devoid of hurdles in thought and language so disconcerting and discouraging to neo-literates. It familiarizes the child with simple language forms and fixes in vocabulary and lastly it introduces the novice to the stamp collecting hobby which provides opportunities for all forms of association and exchange of knowledge through stamp literature, libraries, stamp exchange clubs, philatelic societies, magazines, exhibitions etc.

Although the book is of passing interest, the curiosity it arouses and its activity interest can be directed into rewarding channels.

A. COELHO

The Early Life of John Halifax. MRS. B. CRAIK (Retold by D. M. Neale in the second Series—Tales Retold for Easy Reading), Oxford University Press. London, 1956 PP. 90.

THIS story covers the years from about 1790 to 1800 when England was passing through the period of the Industrial Revolution; when machines were rapidly replacing workers in factories and society was in a state of transition with a new class coming to the fore that of the 'tradesman'. But in the early stages of the Revolution many among the upper classes resented this intru-

sion and refused to accept the trading class on an equal footing. According to this class tradesmen were not 'gentlemen' and if they tried to dress well and affect similar airs they were even more to be despised !

John Halifax was a well-known successful tradesman of his time and the story of his early life is told by Phineas Fletcher, a little bed-ridden boy of about fourteen whose father Abel Fletcher was the owner of a tanyard in the town of Norton Bury. Phineas tells how one rainy day when he was being wheeled by his father in his carriage, they met 'a boy in dirty, torn clothes sitting in the passage way'. The honest look in the boy's eyes and his poverty moved Phineas' father who offered him a small job in his tanyard. This was how John Halifax started his life and because he was hard-working and honest and determined, he won the esteem of his employer and colleagues and achieved success in life. Phineas narrates a telling incident of how one day in the garden of the Fletchers, young John was examining a yew hedge about 15 feet high and equally thick, "What would you do if you were shut in by a hedge like that ?" asked Phineas' father. Quick was John's reply 'I should break off branch after branch till I had reached the other side'.

Many such incidents are told in this book of the boy's loyalty to the Fletchers, his tender friendship for the sick lonely Phineas and his own struggling life when he worked during the day and read at night and lived in a dingy little room which to him was like a palace. Eventually John Halifax worked his way up not only to prosperity but to great happiness and love that he found in his wife, Ursula March.

Written simply and lucidly, the book makes absorbing reading for all and is particularly inspiring for children. Neatly bound with an attractive cover design, the book has a finished get-up. Our Indian teachers and publishers will find it a valuable guide in the field of children's literature.

KALA THAIRANI

Short Reports of Studies in Education and Psychology by M. ED. Students of Central Institute of Education. Ed. Dr. E. A. PIRES Vol. 1. pp. 39.

EIGHT studies of M. Ed. Students in the 1950-51 session are briefly reported in this publication. A perusal will give some idea of the manner and scope with concise presentation of the studies that omit nothing essential. Among the subjects covered are : Vocational Interest of High School Girls, School Problems of Adolescents, Education of Basic Teachers, Pupils Attitudes towards Home Work, Position of Elementary Science in the present day Curriculum of Schools.

The subjects under investigation and the conclusions of these studies should be given emphasis in a country's programme of educational reform.

R. MARKER

Samagra Nai Shiksha (Hindi and Punjabi) Dec. 1955 ; Ed. RAMKRISHNA PARASHAR ; 15, Kartarpur Road, Jullundur ; Annual subscription Rs. 5/-.

EVER since Gandhiji placed the scheme for Basic education before the country in 1937, at the Wardha Educational Conference, this new system of education has been undergoing a series of experiments in various States.

Samagra Nai Shiksha published both in Hindi and Punjabi, is a close study of Basic education in all its aspects. The issue under review contains a number of interesting articles on Basic education such as, *Nai Talim Ke Itihas Ki Sankshipt Rup Rekha* (A brief history of Basic education by Mr. and Mrs. Aryanayakam,) *Purva Buniyadi Shiksha Yojna* (Post-Basic Education Scheme) by Shanta Narulkar, *Nai Talim Men Mulyankan Ka Adhar* (Basis of Evaluation in Basic Education) by Marjori Sykes etc.

Though valuable in contents the Journal leaves much to be desired in production.

A. K. MALAVIYA

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Educ—Education. Rs 10/- Prop. T. C. E. Journals & Publications Ltd, P. O. Box 63, Lucknow. (m)

Educ Forum Educational Forum. P. K. Roy. Central Institute of Education, Delhi-8.

Educ Quar—Education Quarterly. Rs. 8/8/- Ministry of Education, Govt. of India, New Delhi. (q)

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Sch World—School World K. G. Warty, ed. Rs. 3/- 117, Thalakwadi, Belgaum. (b)

Shiksha—Shiksha. C. N. Chak, ed. Rs. 7/- Ashok Marg, Lucknow. (q)

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KEY TO ABBREVIATIONS

+	Continued on later pages of same issue.
&	and
D	December
F	February
J	January
Mr	March
N	November
O	October
S	September
b	Bimonthly
m	Monthly
no	Number
q	Quarterly

The following is a sample explanation of abbreviations used :—

Saxena, K. N.

Attainment test in general science. Shiksha 8 no 2 : 102-112 O'55.

The article of K N. Saxena will be found in the Shiksha volume 8 number 2 on pages 102 to 112 of the October 1955 issue.

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ALL Hyderabad library conference, 2nd, 1955.

All Hyderabad library conference. Social Educ News Bul 7 no 2 : 2 F '56.

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ALL India Adult Education conference, 12th, Delhi, 1955.

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